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ABSTRACT

The Great War of 1914-1918 significantly shaped the course of the 20th century, both at home and abroad. How can this pivotal event be personalized and brought to life for students in the new millennium? Few survivors of the World War I era are alive today to directly share their recollections of this historical time. Yet, by delving into the unique resources of American Memory and by creating two World War I-period newspapers of differing perspectives, students can gain an enduring understanding of the Great War. This four-week lesson plan introduces students to primary source material and attempts to personalize students' comprehension of the Great War. The lesson plan cites educational objectives; notes time required, recommended grade level. and curriculum fit; outlines a detailed classroom procedure (Lesson One: Introduction to American Memory and Primary Sources, Lesson Two: American Leaders Speak; and Lesson Three: Newspaper Project); and discusses evaluation and extension. (NKA)

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The Learning Page... lesson plans

What Are We Fighting For Over There?
Perspectives of the Great War.

By

Scott Durham and Margaret Lincoln

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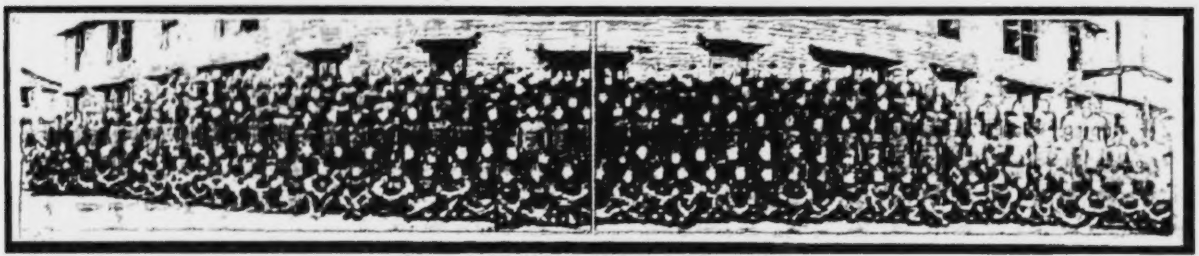
What Are We Fighting For Over There?
Perspectives on the Great War



Company "I", 102 Inf., 2b Div., A.E.F, ca. 1919.
Taking the Long View: Panoramic Photographs, 1851-1991

Scott Durham and Margaret Lincoln
Lakeview Public Schools, Battle Creek, Michigan

The Great War of 1914-1918 significantly shaped the course of the twentieth century, both at home and abroad. How can this pivotal event be personalized and brought to life for students in the new millennium? Unfortunately, increasingly fewer survivors of the World War I era are alive today to directly share their recollections of this historical time. Yet, by delving into the unique resources of American Memory and by creating two World War I-period newspapers of differing perspectives, students can gain an enduring understanding of The Great War

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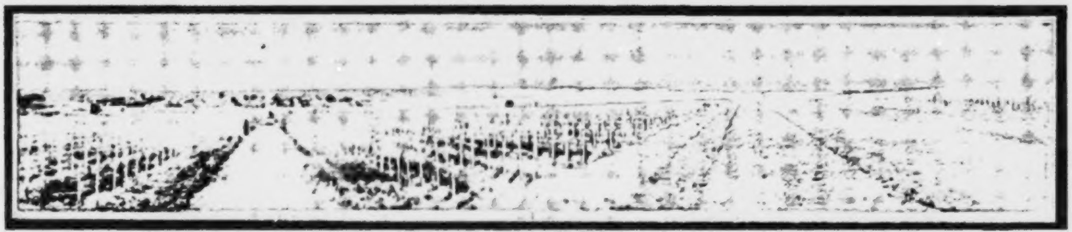
What Are We Fighting For Over There? Perspectives on the Great War

Teacher Page



Romagne Cemetery, France. Where more than 23,000 American dead sleep the last sleep.
Taking the Long View: Panoramic Photographs, 1851-1991

In the years 1914-1918, the first of the twentieth century's worldwide conflicts took place. Measured in terms of the size of armies, the extent of devastation, and the effects upon civilization, the Great War was not comparable to any previous war. How does one begin to teach about such a disastrous resort to arms? This unit introduces students to the rich primary source material of American Memory and attempts to personalize students' comprehension of the Great War.

Objectives Upon completion of this unit, students will:

- utilize varied primary sources to develop a cohesive, comprehensive and historically accurate picture of the World War I era;
- analyze the historical impact of World War I on the U.S. homefront;
- broaden their technological expertise by learning Microsoft Publisher and producing two versions of a WWI-era newspaper; and,
- answer the following essential questions:

  What can be learned about the American character from the manner by which the United States mobilized, prepared, and participated in a world war?

  Were the political and military goals of the Great War worth the staggering loss of human life and social disruption?

  How does the World War of 1914-1918 validate or contradict our feelings of patriotism and reinforce or tear down our pride and gratitude of being Americans?

How does the unfolding of World War I foreshadow the role of the United States as a prominent world power of the twentieth century?

Michigan Curriculum Standards

Students will meet the following State of Michigan Social Studies Curriculum Standards and Benchmarks:

- "Construct and interpret timelines of people and events in the history .. of the United States..." MI.SOC.I.1.HS1
- "Draw upon narratives and graphic data to explain significant events that shaped the development of .. the United States." MI.SOC.I.2.HS1
- "Use primary and secondary records to analyze significant events that shaped the United States..." MI.SOC.I.3.HS1
- "Select pivotal decisions in United States history and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives." MI.SOC.I.3.HS4

Time Required 4 weeks

Recommended Grade Level 10-12

Curriculum Fit World At War (A twentieth century history class), US History, World History

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Procedure

This unit consists of three lessons which can be taught sequentially. It is also possible to use a single lesson if time constraints do not permit devoting four weeks to the study of World War I. Before beginning the unit, we provide students with background knowledge of World War I. We view portions of the PBS series The Great War up until the entry of the United States into the conflict. As our American Memory World War I unit unfolds, we continue to watch remaining segments of the PBS videos.

- Lesson One – Introduction to American Memory and Primary Sources
  Students are introduced to the resources of American Memory by viewing several "Today in History" pages which focus on World War I events. The teacher and librarian model the retrieval, display, and analysis of sample primary sources on these pages. We examine a photograph, newspaper article, song, and speech using a Primary Source Analysis sheet. This lesson is conducted in the computer lab. Primary sources are viewed online but backup hard copies can be made available.
- Lesson Two – American Leaders Speak
  Students explore the World War I-era recordings of American Leaders Speak. The background of the "The Nation's Forum Collection" is explained by means of the accompanying special exhibit. Students listen to the recording of a speech chosen from a gallery of leaders and complete the American Leaders Speak Analysis sheet. The teacher pays particular attention to the responses to question #9 on the worksheet: "Select a

theme, event or issue mentioned or alluded to in the speech that you with to further investigate". The teacher employs this feedback to assign each student to a relevant department or topic for the newspaper assignment in lesson three.

- Lesson Three – Newspaper Project
  Students use their developing familiarity with American Memory and prior knowledge of WWI to create two WWI-era newspapers – each with an opposing viewpoint regarding American involvement in the war effort. The newspaper staff is comprised of a publisher and seven departments: Editorial Board, Mobilization Unit, Women and Minorities, Arts and Culture, Society, Leaders, and Photographic and Print Division. Each department receives a relevant newswire of issues and events (i.e., American Memory sources). Students explore American Memory (drawing upon search skills developed during lessons one and two) and write articles reporting the news of the day. When the two final products are published, students read, review, and analyze the opposing newspaper.

Evaluation

Students are assessed by their use of the Primary Source Analysis sheet and the American Leaders Speak Analysis sheet.

The final product (WWI-period newspaper) is assessed by the teacher and through the Peer Review form.

A class discussion dealing with the essential questions also helps evaluate students' enduring understanding of the WWI period.

Extension

The newspaper project can be extended to other controversial world events (WWII, Korean War, Vietnam War, etc.)

The final product (WWI-period newspaper) may be published on the school Web site and used by other classes as a supplemental historical resource.

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Search for items across all collections

Learning Page

Teaching and learning with American Memory

Today in History
August 23

What's New

FAQs

American Memory is a gateway to rich primary source materials relating to the history and culture of the United States. The site offers more than 7 **million digital items** from more than 100 historical collections.

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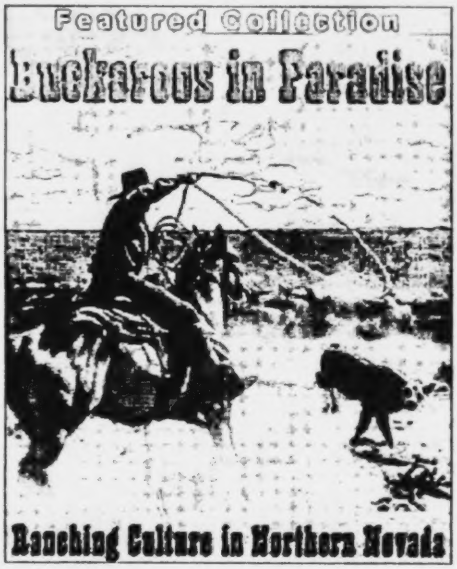
Search example of the day: Garden of the Gods



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The Learning Page...

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Lesson One – Introduction to American Memory and Primary Sources

This lesson will introduce you to the resources of American Memory. You will view several "Today in History" pages that focus on World War I events. How do you search for relevant primary source material? How can a photograph, newspaper article, song, or speech enrich your understanding of the Great War?

Ernest Kendall, teacher of U.S. Capitol pages. Mr. Kendall with group of students I.
Washington as It Was: Photographs by Theodor Horydczak, 1923-1959

1. American Memory consists of more than ninety collections of digitized documents, photographs, recorded sound, moving pictures, and text from the Library of Congress.

2. You can browse a listing of all collections and use the search tool to locate primary source material. Do not think of American Memory as an encyclopedia or textbook as it is more like a museum or archive with some unique resources or treasures to be found.

3. Today in History has an archive search feature to locate material by full text, specific day, or month. Searching for "World War I" yields the following key pages:
    - June 28, 1914. Archduke Ferdinand is assassinated.
    - May 7, 1915. German submarine sinks *Lusitania*. American lives lost.
    - April 6, 1917. The United States enters World War I.
    - September 12, 1918. 1st American Expeditionary Forces offensive.
    - November 11, 1918. Allied powers sign armistice.
    - July 15, 1948. John J. Pershing, brilliant WWI-military commander dies.

4. June 28, 1914 is an important date usually associated with the start of World War I. Browse the page.
    - Look closely at the photograph of Ypres Belgium.
    - Study this photograph using the Primary Source Analysis sheet.
    - Click on the link to Taking the Long View: Panoramic Photographs.
    - You can search for other WWI-era photos in this collection by using **keyword search**, typing in "world war 1914-1918" and setting pull down menu to exact phrase with number of bibliographic records returned increased to 500.
    - The subject index browse feature suggests many useful subheadings under World War, 1914-1918.

5. June 28, 1914 also has some interesting World War I-era sheet music.

- Display He draws no color lines.
- Examine this sheet music using the Primary Source Analysis sheet.
- Connect to Historic American Sheet Music.
- You can search for other WWI-era songs in this collection by using **keyword search**, typing in *world war 1914-1918* and setting pull down menu to exact phrase.

6. July 15, 1948 provides important background material on General Pershing.

   - Link to Here is Anecdote of General Jack Pershing.
   - Study this newspaper article using the Primary Source Analysis sheet.
   - Browse the collection The African American Experience in Ohio.
   - It is possible to search for other WWI-era articles in this collection by using **keyword search**, typing in *world war 1914-1918* and setting pull down menu to match all words. Add an additional keyword such as lynching.

7. July 15, 1948 also has a link to Pershing's speech From the battle fields of France. Review this speech using the Primary Source Analysis sheet. You will be able to examine additional speeches from American Leaders Speak: Recordings from World War I and the 1920 Election in the next lesson.

8. April 6, 1917 concludes our survey of World War I related pages in Today in History.

   - Listen to the audio recording of Over There performed by Billy Murray in 1917, located in a special presentation of American Variety Stage.
   - Examine a sample copy of sheet music for Over There.
   - Other sheet music versions of this song can be found in Historic American Sheet Music.
   - For homework, you may choose to analyze either the audio recording of *Over There* or one of the sheet music versions using the Primary Source Analysis sheet.

Unit Home   Lesson One   Lesson Two   Lesson Three

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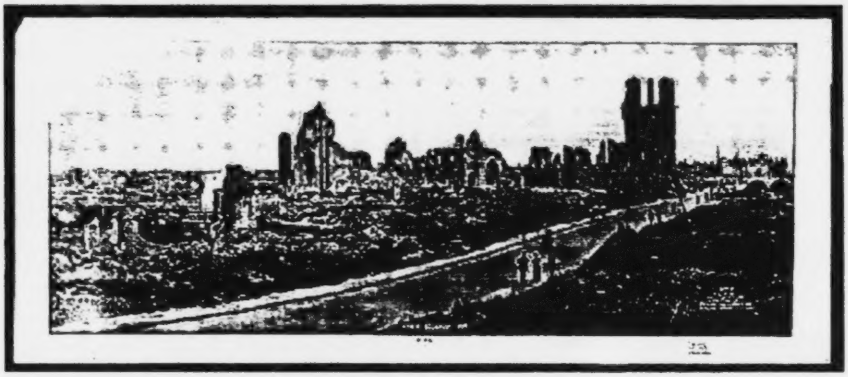
AMERICAN MEMORY

Today in History

Archive | Yesterday

World War I



Ypres, Belgium,
1919.
Taking the Long View, 1851-1991

Archduke Ferdinand of Austria and his wife Sofia were assassinated in Sarajevo by a Bosnian Serb on **June 28**, 1914 setting off a chain of events that would culminate in a world war by August. Five years later, on **June 28**, 1919, Germany and the Allies signed the Treaty of Versailles, formally ending the war and providing for the creation of the League of Nations.

After the 1914 assassinations, an elaborate network of treaties among the nations of Europe led to a rapid escalation in the "Great War" between the Central Powers, including Germany, the Austro-Hungarian and the Ottoman Empires, and the Allied nations of Britain, France, Italy, and Russia. On April 6, 1917, the United States entered the war.

GOOD BYE AND LUCK BE WITH YOU
LADDIE BOY

"Good Bye and Luck Be with

THE SONG THEY SING AS THEY MARCH ALONG
IT'S A LONG, LONG WAY TO TIPPERARY
JACK JUDGE
HARRY WILLIAMS

"It's a Long, Long Way to

"Oui, Oui, Marie;

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You Laddie Boy," Will D. Cobb, lyrics, Gus Edwards, music, 1917. Historic American Sheet Music: 1850-1920	Tipperary," written and composed by Jack Judge and Harry Williams, 1912. Historic American Sheet Music: 1850-1920	(Wee, Wee Marie)," Alfred Bryan and Joe McCarthy, lyrics Fred Fisher, music 1918. Historic American Sheet Music: 1850-1920

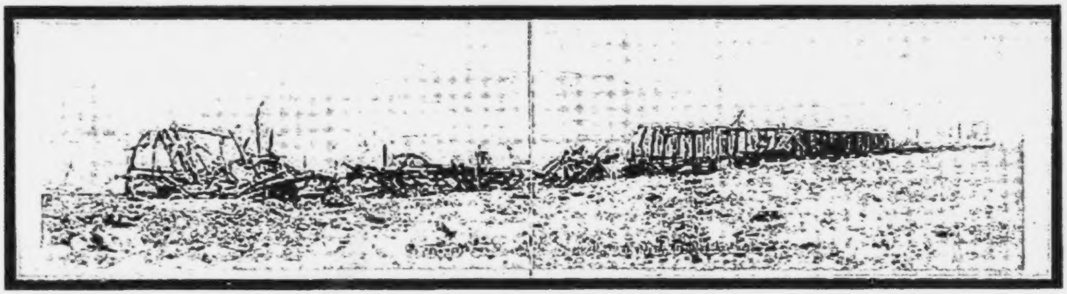
In this selection from an American Life Histories, 1936-1940 interview, a veteran recalls his experiences in the First World War:

> *I spent some time in Paris. Stayed at the Hotel Continental there. I remember the Crystal Palace . . . the soldiers and girls promenaded on the make for each other. It was a great war--but not for the poor guys up front in the mud and blood.*

"No Bombs Dropping,"
Montpelier, Vermont,
Roaldus Richmond, interviewer,
circa 1936-1940.
American Life Histories, 1936-1940

"It's a Long Way Back to Tipperary"
Henry Reed, fiddler
July 17, 1967.
Fiddle Tunes of the Old Frontier: The Henry Reed Collection

Listen to this recording. (*Real Audio Format - G2*)	Listen to this recording. (*MP3 Format...304772 bytes*)



A Wrecked German Ammunition Train, Destroyed by Shell Fire,
Schutz Group Photographers, circa 1918.
Taking the Long View, 1851-1991

Germany eventually sought an armistice which went into effect in November 1918. The peace agreement was to be structured around the Fourteen Points of reconciliation developed by President Woodrow Wilson.

The Fourteen Points, which included a provision for the formation of the League of Nations, were meant to prevent "the crime of war," but the actual terms of the Treaty were harshly punitive. Secret arrangements for the distribution of German territories among the allied nations violated the principle of open diplomacy proposed by Woodrow Wilson, contributing, in the view of many historians, to the chain of events that led to World War II.

In a speech just after the First World War, Senator Gilbert M. Hitchcock spoke of the need for international cooperation to forestall another massive war in Europe:

The late war cost seven million lives . . . It has destroyed hundreds of towns . . . it has brought in its train . . . pestilence and famine. Massacre,

> *torture, and assassinations have accompanied it . . .The confidence of men in government has been shaken. It will never be restored until governments devise some way to end war. The League of Nations is that way.*

Senator Gilbert M. Hitchcock,
"The Trouble with Senators Who Oppose the League of Nations,"
circa 1918-1920.
American Leaders Speak, 1918-1920

The U.S. Congress refused, however, to ratify a treaty that included a provision for membership in the League. Opponents to membership feared an international organization which would have the power to impose sanctions on its members in the interest of collective security. Presented with a watered-down version which attempted to separate the League from the treaty, Wilson refused to sign and convinced supporters to vote against the treaty's ratification. Thus, U.S. participation in the organization Wilson had worked so hard to create was nullified.

Not until July 1921 did Congress, by joint resolution, formally end U.S. participation in the Great War. Months later, the U.S. ratified separate treaties with Germany, Austria, and Hungary. All told, World War I claimed 14.6 million lives.

HE DRAWS NO COLOR LINE

"When the Good Lord Makes a Record of a Hero's Deed He Draws No Color Line,"
Val Trainor, lyrics
Harry DeCosta, music
1918.
Historic American Sheet Music: 1850-1920

The all black 369th Infantry Regiment saw extensive combat duty during World War I. Later awarded the French Croix de Guerre, the 369th was the first Allied regiment to reach the Rhine. The 370,000 African-American men who served in World War I returned home to face overt racism and segregation.

- Search the Today in History Archive on *World War I* for relevant features on the war, such as the sinking of the *Lusitania*, the United States' entry into World War I, Armistice (Veterans) Day, and General John J. Pershing, leader of the U.S. forces in Europe.
- Search the collection Taking the Long View: Panoramic Potographs, 1851-1991 on *World War* to retrieve over 100 panoramic photos of battlefields and military life. Twelve photos associated with the battles of the Meuse-Argonne are among these.
- Search on *World War* in American Life Histories, 1936-1940 to read more veterans' stories. This collection includes some 2,900 documents collected in twenty-four states.
- Search on *World War I* in Historic American Sheet Music: 1850-1920 to find over 100 pieces from the period of the First World War. Cover illustrations and song lyrics contribute valuable information to our understanding of the popular culture of that time, with themes ranging from politics and patriotism, to racial stereotypes, to sentiments about home and family.

WE WANT OUR DADDY DEAR BACK HOME

"We Want Our Daddy Dear, Back Home,"
Also known as: "Baby Ballad" or "Hello Central, Give Me France",
James M. Reilly, lyrics,
Harry De Costa, music,
1918.
Historic American Sheet Music: 1850-1920

For American children, the end

- Search on *League of Nations* or *Wilson* in American Leaders Speak, 1918-1920 to listen to and read speeches recorded at the time of the controversy over America's participation in the League. For example, hear Senator Warren G. Harding, state that ". . . the aspiring conscience of humankind must commit the nations of the earth to a new and better relationship."
- Touring Turn-of-the-Century America, 1880-1920 includes over 25,000 glass plate negatives, transparencies and photolithograph prints. Search on *World War* for more images from the European battlefronts.

of the war meant their fathers would be coming home. The lyrics of this sentimental song were clearly meant to tug the heartstrings of parents:

"Hello, Central, give me France,
I want to talk to Daddy dear,
Because I'd like to tell him while
I got the chance,
The stork brought a brand new
baby here.
Won't you say that its me
And he'll answer, you'll see;
So hurry, please, and get him on
the phone,
Hello, Central, give me France,
'Cause we want our Daddy dear
back home."

Sources

Yesterday | Archive | American Memory | Search All Collections | Collection Finder | Learning Page

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Today in History

Archive | Yesterday

> *The first duty of the Library of Congress is to serve the Congress and the officers and agencies of government. Its second duty is to serve the world of scholarship and letters. Through both it endeavors to serve the American people to whom it belongs and for whom it exists.*

Statement of Archibald MacLeish
Quarterly Journal of Current Acquisitions, Inaugural issue 1943.

Archibald MacLeish, poet, dramatist, and ninth Librarian of Congress, was born on **May 7**, 1892, in Glencoe, Illinois. He attended Yale University where he chaired the *Yale Literary Monthly*. After service in World War I, he graduated from Harvard Law School. MacLeish practiced law for three years before resigning and moving his family to Paris.

Archibald MacLeish,
Ninth Librarian of Congress, 1939-1944.
From "Librarians of Congress" in *Jefferson's Legacy: A Brief History of the Library of Congress*

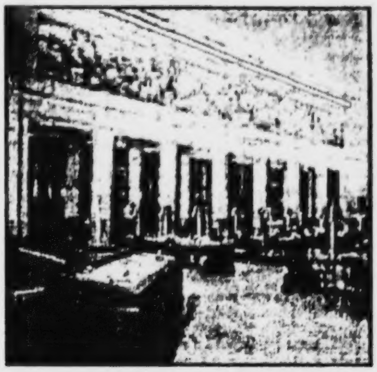
Like American expatriates Gertrude Stein and Ernest Hemingway, MacLeish found Paris of the 1920s a creative haven. He produced several volumes of poetry during his years in France including *The Happy Marriage* (1924), *The Pot of Earth* (1925), and *Streets on the Moon* (1926).

In the early 1930s, MacLeish returned to the United States to research and write his epic poem *Conquistador*. This long narrative work about the Spanish conquest of Mexico received the 1933 Pulitzer Prize for poetry. The social awareness manifest in *Conquistador* continued to inform his work.

MacLeish's combined interests in literature and public policy led President Franklin D. Roosevelt to appoint him Librarian of Congress in 1939.

The Library of Congress' John Adams Building, originally called the "Annex," had been completed only a few months before MacLeish's appointment. MacLeish commissioned artist Ezra Winter to decorated the Jefferson Reading Room in the new building with four murals inspired by Thomas Jefferson's thoughts on freedom, labor, the "living generation," education, and democratic government.

Macleish faced the challenge of moving collections and of updating the administrative structure of the institution to fulfill its mission to Congress, to the American government, to scholarship, and to the American people. During his tenure as Librarian, MacLeish successfully reorganized the Library and extended the Library's connections to American writers and scholars.



Reading Room in Adams Building, Library of Congress, Washington, D.C., Theodor Horydczak, photographer, circa 1920-1950.
Washington as It Was: 1923-1959

Equally important, MacLeish mobilized the Library of Congress for war. Shortly after the bombing of Pearl Harbor, American treasures, including Thomas Jefferson's rough draft of the Declaration of Independence, were transported to Fort Knox for safekeeping. Other irreplaceable works were deposited in libraries around the nation. Made available on around-the-clock, the Library's collections proved a valuable resource for U.S. military intelligence.

Archibald MacLeish, Librarian of Congress, September 1944.
Jefferson's Legacy: A Brief History of the Library of Congress

Librarian of Congress MacLeish joins Reference Department Director David C. Mearns and Verner W. Clapp of the Acquisitions Department, in examining Thomas Jefferson's rough draft of the Declaration of Independence,.

After five years at the helm, MacLeish left the Library of Congress to become assistant secretary of state. During the 1950s, MacLeish published additional poetic works and the well-known *J.B.: A Play in Verse*. Based on the biblical story of Job, this successfully-staged play won the 1959 Pulitzer Prize for drama. Archibald MacLeish died in 1982.

- Search the Today in History Archive on *writer, playwright* or *poet* to find more features on literary lights of America, including William Faulkner, F. Scott Fitzgerald, Gertrude Stein, and Ernest Hemingway

- Search the Today in History Archive on such terms as *Franklin Roosevelt, Great Depression,* and *World War II* to read more about the era of MacLeish's tenure as Librarian of Congress and Assistant Secretary of State.

- Read more about the illustrious Librarians of Congress in John Cole's history of the Library, *Jefferson's Legacy: A Brief History of the Library of Congress*.

- Examine a letter from Ernest Hemingway to Archibald MacLeish. Written in August 1943; Hemingway answers an earlier letter concerning poet Ezra Pound's mental health. This document is available in the collection Words and Deeds in American History: Selected Documents Celebrating the Manuscript Division's First 100 Years.

- Enjoy Poet Laureate Robert Pinsky's Favorite Poem project--an audio and video archive of Americans reciting their favorite poems. A part of the Library of Congress Bicentennial celebration, tapes created for this program will become a permanent part of the Library's Archive of Recorded Poetry and Literature

Ainsworth Rand Spofford
Sixth Librarian of Congress,
1864-1897.

Herbert Putnam
Eighth Librarian of Congress,
1899-1939.

L. Quincy Mumford
Eleventh Librarian of Congress,
1954-1974.

Jefferson's Legacy:
A Brief History of the Library of Congress

Lusitania Lost!

The *Lusitania* At End of Record Voyage,
copyright 1907.
Taking the Long View: Panoramic Photographs, 1851-1991

On **May 7**, 1915, a German submarine sank the British ocean liner *Lusitania*, drowning 1,198 civilians. Over 100 U.S. citizens were among the dead.

In reply to President Woodrow Wilson's protest, Germany justified the attack on grounds that the British government intended to arm merchant ships. Prior to the *Lusitania*'s departure, the German government warned passengers that ships entering the war zone could be fired upon.

Carrying ammunition manufactured in the U.S., as well as passengers, the *Lusitania* incident illustrated the difficulty of maintaining American neutrality. Appalled at Wilson's willingness to criticize Germany while ignoring British transgressions, Secretary of State William Jennings Bryan resigned.

The sinking of the *Lusitania* also highlighted the changing nature of war. Traditional rules of naval engagement mandated warning commercial vessels before firing upon them. However, surfacing to do so would place a U-boat in grave danger of destruction. Technological advances in warfare effectively placed private citizens on the front lines.

Public outrage over the loss of civilian life hastened the United States entry into World War I.

Although the cargo list of the *Lusitania* stated that she carried approximately 170 tons of munitions and war material, this fact was not revealed to the U.S. public at the time. Thus the emotional appeal of this wartime speech, in which Secretary of the Interior Franklin K. Lane evoked the *Lusitania* to explain U.S. involvement in the war, would have been unadulterated by an issue such as the appropriateness of using a passenger vessel to transport arms:

> ***We still hear the piteous cries of children coming out, out of the sea where the Lusitania went down, and Germany has never asked forgiveness of the world. We saw the Sussex sunk crowded with the sons and daughters of neutral nations. We saw ship after ship sent to the bottom--ships of mercy bound out of America for the Belgian's starving--ships carrying the Red Cross, and laden with the wounded of all nations--ships carrying food and clothing to friendly, harmless, terrorized people--ships flying the stars and stripes sent to the bottom hundred of miles from shore, manned by American seamen, murdered against all law, without warning.***

"The Nation in Arms"
Franklin K. Lane.

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

Real Audio Format

wav Format 2160 Kbytes

"The Nation in Arms," between 1917-1918.
American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

Learn more about World War I in American Memory:

- Search the Today in History Archive on *World War I* to locate additional features about the war, such as those on the Saint-Mihiel Offensive, the United States' entry into World War I, Armistice (Veterans) Day, and General John J. Pershing, commander of the U.S. First Army in Europe.
- Search the collection American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920 on *World War* to find additional recordings of speeches on the subject. Don't miss World War I: An Introduction, part of the Special Presentation, From War to Normalcy, associated with this collection.
- Search the collection Taking the Long View: Panoramic Photographs, 1851-1991 on *World War* to retrieve over 100 panoramic photos of battlefields and military life. Twelve photos associated with the battles of Meuse-Argonne are among these. During the Fall of 1918, more than 1,000,000 Americans fought with the French in this hilly region of France. Search on *Argonne* to locate these pictures.

Sources

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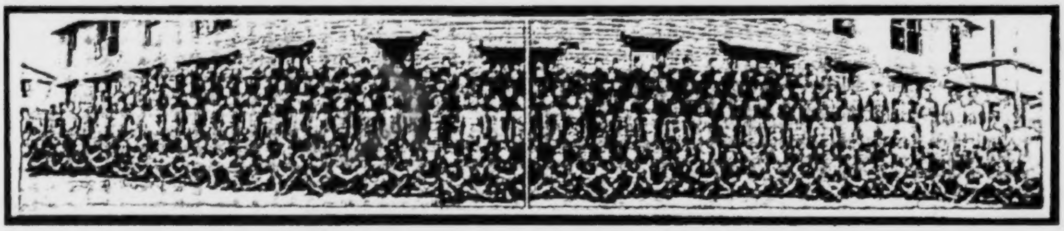
Today in History

Archive Yesterday

U.S. Enters World War I



Company I, 102nd Infantry, 2b Division, American Expeditionary Forces,
El Juan Studio, photographer,
circa 1919.
Taking the Long View: Panoramic Photographs, 1851-1991

On **April 6**, 1917, the United States formally declared war against Germany and entered the conflict in Europe. Fighting since the summer of 1914, Britain, France, and Russia welcomed news that American troops and supplies would be directed toward the Allied war effort. Under the command of Major General John J. Pershing, over two million U.S. troops fought on battlefields in France.

For three years, President Woodrow Wilson strove to maintain American neutrality. Anti-war sentiment ran across the political spectrum. Middle class reformers like Jane Addams as well as radicals like Emma Goldman opposed U.S. involvement in the World War.

Although he later supported the war effort, Secretary of State William Jennings Bryan, resigned over the Administration's failure to remain neutral. However, a series of incidents, including the loss of 128 American lives when German submarines sank the *Lusitania*, transformed public opinion. On April 2, 1917, Wilson asked Congress for a declaration of war, warning that "the world must be made safe for democracy."

Hitting the Trail to Normandy
So Kiss Me Good-bye

"I'm Hitting the Trail to Normandy So Kiss Me Good-bye,"
Charles A. Snyder, words and music,
1917.
Historic American Sheet Music,
1850-1920

The war mobilization effort placed tremendous demands on both American military and civilian populations. In a wartime speech, Samuel Gompers, President of the American Federation of Labor, noted that the U.S. work force was fully committed to victory:

"Labor's Service to Freedom,"
Samuel Gompers,
circa 1917-1918.

> *The World War in which we are engaged in is on such a tremendous scale that we must readjust practically the whole nation's social and economic structure from a peace to a war basis. It devolves upon liberty-loving citizens, and particularly*

American Leaders Speak: Recordings from World War I and the 1920 Election

Real Audio Format

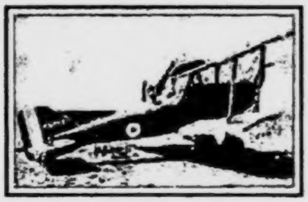
wav Format 2337 Kbytes.

> *the workers of this country, to see to it that the spirit and the methods of democracy are maintained within our own country while we are engaged in a war to establish them in international relations. . .*
>
> *The workers have a part in this war equal with the soldiers and sailors on the ships and in the trenches. . . They are demonstrating their appreciation and loyalty by war work, by loaning their savings, and by the supreme sacrifice. Labor will do its part in every demand the war makes. Our republic, the freedom of the world, progress, and civilization hang in the balance. We dare not fail. We will win.*
>
> Samuel Gompers,
> "Labor's Service to Freedom," circa 1917-1918.
> American Leaders Speak: 1918-1920

American participation in the World War permanently transformed the nation. In order to meet increased demands for goods, the federal government expanded dramatically, taking an unprecedented role in guiding the economy.

Active supporters of the war to preserve democracy, women made a step towards political equality when the Nineteenth Amendment enfranchised them shortly after the war. Meanwhile, military service and wartime jobs beckoned African Americans northward. In what is known as the Great Migration, thousands of African Americans left the South and its systems of oppression to face new challenges in Northern cities.

Learn more about World War I in American Memory:



Airplane, Possibly World War I Fighter Plane,
October 12, 1916.
Touring Turn-of-the-Century America, 1880-1920

"Over There,"
George M. Cohan, music and lyrics,
Billy Murray, performer
recorded 1917.
The American Variety Stage, 1870-1920

This World War I hit was America's war anthem.

Real Audio Format

wav Format 9,216 Kbytes

- Search the Today in History Archive on *World War I* for relevant features on the war, such as the sinking of the *Lusitania*, Armistice (Veterans) Day, the Saint-Mihiel Offensive, and General John J. Pershing, leader of the U.S. forces in Europe.
- Search the collection Taking the Long View: Panoramic Photographs, 1851-1991 on *World War* to retrieve over 100 panoramic photos of battlefields and military life. Twelve photos associated with the battles of Meuse-Argonne are among these. During the Fall of 1918, more than 1,000,000 Americans fought with the French in this hilly region of France. Search on *Argonne* to locate these pictures.
- Search on *World War* in Historic American Sheet Music: 1850-1920 to find over one hundred pieces from the period of the First World War, including George M. Cohan's "Over There" and "It's a Long Way to Tipperary" by Jack Judge and Harry Williams. Cover illustrations and song lyrics contribute valuable information to our understanding of the popular culture of that time, with themes ranging from politics and patriotism, to racial stereotypes, to sentiments about home and family.
- Search the American Memory Collection of sound recordings to listen to some of the

songs sung by the soldiers of the American Expeditionary Forces. For example, don't miss "Madelon (I'll Be True to the Whole Regiment)," "It's a Long Way Back to Tipperary," and "Over There."

- Search on the term *World War* in American Leaders Speak: 1918-1920 to find additional recordings of speeches on the subject of World War I. This collection includes a thirty-three-second speech by General John J. Pershing, "On the Battlefields of France," recorded on location and Secretary of the Navy Josephus Daniels' speech, "There Is No Rank In Sacrifice," honoring the naval heroes of the war. Don't miss World War I: An Introduction, part of the Special Presentation, From War to Normalcy, associated with this collection.

"For Every Fighter a Woman Worker; Y.W.C.A.: Back Our Second Line of Defence"
Ernest Hamlin Baker, artist, 1918.
Prints and Photographs Collection

  - View films shot during the First World War in the collection Early Motion Pictures, 1897-1920. Examples include films showing members of President Theodore Roosevelt's family who were active in the war effort:
    - *Mrs. Theodore Roosevelt Jr. Attends Women in War Work Congress in Paris, 1918*
    - *Theodore Roosevelt's Sons' Regiments During War, 1917-1918*
    - *Quentin Roosevelt, Clemenceau and Foch, 1917-1919*
  - Read *Mobilizing Woman-Power* available in the collection Votes for Women, 1848-1921. Written by Harriot Stanton Blatch in 1918, this book emphasizes the importance of women's contributions to World War I.
  - Search on the term *1916 AND 1917 AND 1918* in Origins of American Animation to see cartoons from the World War I era. See, for example, *AWOL--All Wrong Old Laddiebuck*, which oncerns an American soldier in Europe after the 1918 armistice who goes AWOL only to be thrown in a guard house while his fellow soldiers go home: a cautionary tale for the troops.

Sources

Yesterday | Archive | American Memory | Search All Collections | Collection Finder | Learning Page

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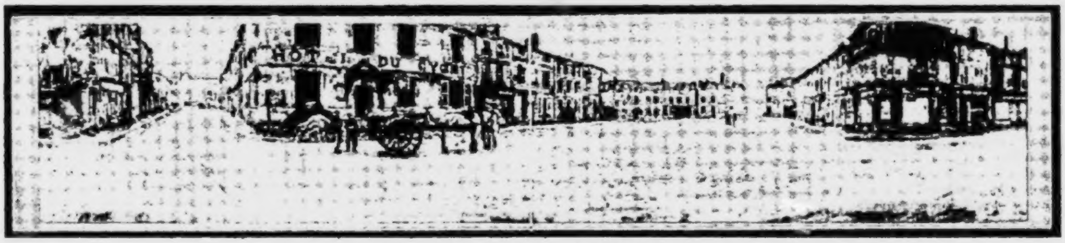
AMERICAN MEMORY

Today in History

Archive | Yesterday

Saint-Mihiel Offensive



The Town Square of St. Mihiel, France,
Schutz Group Photographers,
1918.
Taking the Long View: Panoramic Photographs, 1851-1991

On **September 12, 1918**, the American Expeditionary Forces under commander in chief General John J. Pershing launched their first major offensive in Europe as an independent army. General Pershing had placed the first American troops to land in Europe completely at the disposal of Marshall Ferdinand Foch, commander in chief of the French forces. Foch required immediate reinforcement of his troops in the Aisne-Marne region to halt the German Army's move towards Paris.

"Over the Top"; American Soldiers Answering the Bugle Call to "Charge,"
March 25, 1918.
Prints and Photographs

The American troops fought in the trenches alongside the fatigued French forces at the Battle of Belleau Wood and the Second Battle of the Marne. Once the allied French and American forces had succeeded in halting the German advance in the Aisne-Marne area, Foch and Pershing agreed that the First U.S. Army would establish a headquarters in the Saint-Mihiel sector. The German Army had occupied the area in fall 1914, and fortified the triangular wedge between Verdun and Nancy known as the Saint-Mihiel salient, effectively preventing rail transport between Paris and the Eastern Front.

On August 13, 1918, the U.S. First Army established a separate front facing the Saint-Mihiel salient to prepare for the long-planned assault, intending to make a push through Metz across the Rhine River into Germany. Pershing hoped to bring the war to an end in 1919, but he did not expect to defeat the German Army as early as November.

In planning the assault, the United States military had a new weapon, the armored tank. General Pershing created the U.S. Tank Corps, committed for use in support of the

"Just Like Washington Crossed the Delaware, General Pershing Will

Cross the Rhine,"
Howard Johnson, words,
George W. Meyer, music,
1918.
Historic American Sheet Music, 1850-1920

Infantry, under the command of the brilliant and aggressive young lieutenant, George S. Patton. Patton had been training the tank brigades throughout the summer of 1918. In the St. Mihiel offensive, the American Expeditionary Forces utilized with resounding success the armored fighting tank brigades as a substitute for the cavalry.

Tank Ploughing Its Way Through a Trench and Starting Toward the German Line, During World War I, Near Saint Michel, France,
1918.

On **September 12**, 1918, the tanks began to move forward, ploughing over the trenches, with the infantry close behind. The bad weather which followed in the next few days proved a more formidable enemy than the German Army. Torrents of rain turned the fields to mud and the trenches to water-filled ditches. A number of tanks were stuck.

The Germans turned the situation to their advantage by creating more "water tank traps" to stop the advance. In spite of these adverse conditions, the First Army's attack on both faces of the salient succeeded. By September 16, 1918, this area of France was liberated from German occupation.

Following the successful purging of the Saint-Mihiel salient, the American forces shifted to a new front to participate in the Meuse-Argonne offensive, again using the U.S. Tank Corps. The combined Allied offensive successfully forced the German retreat. By October, the defeat of the German Army was certain. The "Great War" came to an end with the signing of the Armistice on November 11, 1918.

Fresnes-en-Woevre, in the St. Mihiel Sector Where Terrific Fighting Took Place
Schutz Group Photographers,
1918.
Taking the Long View: Panoramic Photographs, 1851-1991

The Americans who participated in the liberation of France were deeply shocked to see the devastation suffered by the French civilians, who had lost their homes, their livelihood, and their lives during the war. The compassion of the soldiers of the American Expeditionary Forces for the French people generated many popular songs such as the example shown below, "The Tale the Church Bell Told."

Learn more about World War I in American Memory:

- Search the collection Taking the Long View: Panoramic Photographs, 1851-1991 on *World War* to retrieve over one hundred panoramic photographs of battlefields and military life. Search on *St Mihiel* to retrieve a number of photographs, several of which are actually dated September 12, 1918.

- Search on *tank* or *armored vehicle* in the following collections to see photographs of the first generation of armored fighting vehicles, both with and without the caterpillar traction which permitted them to get over the muddy trenches of the French battlefields:
    - Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920
    - The South Texas Border, 1900-1920: Photographs from the Robert Runyon Collection
    - Taking the Long View: Panoramic Photographs, 1851-1991
- Search on *World War* in Historic American Sheet Music: 1850-1920 to find over one hundred pieces from the period of the First World War, including George M. Cohan's "Over There" and "It's a Long Way to Tipperary." Cover illustrations and song lyrics contribute valuable information to our understanding of the popular culture of that time, with themes ranging from politics and patriotism, to racial stereotypes, to sentiments about home and family.
- Search the American Memory Collection of sound recordings to listen to some of the songs sung by the soldiers of the American Expeditionary Forces. For example, don't miss "Madelon ("I'll Be True to the Whole Regiment")," "It's a Long Way Back to Tipperary," and "Over There."
- Search on *World War* in American Life Histories, 1936-1940 to read veterans' stories.
- Search on *World War* in American Leaders Speak, 1918-1920 to find recordings of speeches on the subject of the First World War. The collection includes a thirty-three-second speech by General John J. Pershing, "From the Battlefields of France" recorded on location. Don't miss World War I: An Introduction, part of the Special Presentation, From War to Normalcy, associated with this collection.

THE TALE THE CHURCH BELL TOLD

"The Tale the Church Bell Told; Someone Will Answer For My Silence"
Bert Grant, music,
Joe Young and Sam M.Lewis, words,
1918.
Historic American Sheet Music: 1850-1920

In the shattered part of France,
In the very heart of France,
A soldier from a Yankee shore,
Lay dreaming by an old church door,
From the belfry in the sky,
He thought he heard the old bell sigh:

I was lonely in the steeple,
How I missed the birds of spring,
Looking down upon my people,
It just broke my heart to ring,
Through the din of cannon thunder,
I could hear the cries of young and old,
Someone will answer for this violence,
Answer for my silence,
That's the tale the church bell tolled.

- View films shot during the First World War in the collection Early Motion Pictures, 1897-1920. Examples include films showing members of President Theodore Roosevelt's family who were active in the war effort:
    - *Mrs. Theodore Roosevelt Jr. Attends Women in War Work Congress in Paris, 1918.*
    - *Theodore Roosevelt's Sons' Regiments During War, 1917-1918*
    - *Quentin Roosevelt, Clemenceau and Foch, 1917-1919*
- Search the Today in History Archive on *World War I* for relevant features on the war, such as the sinking of the *Lusitania*, the United States' entry into World War I, Armistice (Veterans) Day, and General John J. Pershing, leader of the U.S. forces in Europe.

H.L. Mencken, Critic of the American "Booboisie"

Portrait of H. L. Mencken,
Carl Van Vechten, photographer,
July 1932.
Creative Americans: Portraits by
Van Vechten, 1932-1964

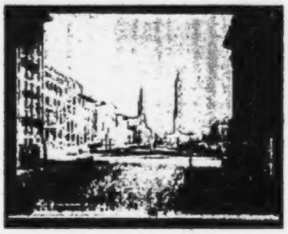
> **Moral certainty is always a sign of cultural inferiority . . . All human progress, even in morals, has been the work of men who have doubted the current moral values, not of men who have whooped them up and tried to enforce them. The truly civilized man is always skeptical and tolerant . . .**
>
> H. L. Mencken,
> *Minority Report*

Writer, editor, philologist, social critic, and Baltimore native H. L. Mencken was born on **September 12**, 1880. Mencken, who generated a strong literary current in Baltimore during the 1920s and 1930s, was best known for his scathing social commentary, critical support of emerging writers, and for his scholarly understanding of American usage of the English language.

Mencken first reported for the Baltimore *Mercury Herald*, of which he eventually became editor-in-chief, and later for the Baltimore *Sun*. During this period, he also wrote for *The Free Lance* and, then, for a New York monthly magazine, *The Smart Set*, which he co-edited with the drama critic George Nathan from 1914 to 1923. Mencken left the *Smart Set* with Nathan and A. A. Knopf to establish the *American Mercury* in 1924.

Literary criticism enjoyed something of a heyday during the first half of the 20th century, and Mencken was one of its most forceful practitioners. His reviews and essays, entitled *Prejudices*, fill six volumes. Mencken believed a writer's first duty was to present the "unvarnished truth," and he lent critical support to the fiction of Joseph Conrad, Theodore Dreiser, Zona Gale, Sinclair Lewis, Sherwood Anderson, and others.

By the 1930s and 1940s, times had changed, and many found satire to be an inappropriate response to Franklin Roosevelt's New Deal efforts to salvage the economy in the throes of the Great Depression. Many also recognized the gravity of the Nazi threat long before Mencken did. As a consequence, Mencken's influence as a writer declined before his 1956 death.



Mt. Vernon Place,
Baltimore, Maryland,
William Henry Jackson,
photographer,
1903.
Touring Turn-of-the-Century
America, 1880-1920

In 1919, Mencken published his major contribution to philology, *The American Language*, in which he attempted to analyze the words and phrases, expressions, idioms, and peculiarities of pronunciation and spelling that might be termed

"Americanisms." His definitive work was brought out over thirty years in numerous revised and rewritten editions and supplements. This scholarly study, enlivened by Mencken's own particular wit, remains a classic in its field. Mencken's entry on "Americanism," written for the Thirteenth Edition of the *Encyclopaedia Britannica* published in 1926, typifies the subtle style with which he lampooned both British pretension and, what he termed, American "booboisie":

> **Americanism, a term first used by John Witherspoon, president of Princeton University, in 1781, designates (a) any word or combination of words which taken into the English language in the United States, has not gained acceptance in England, or, if accepted, has retained its sense of foreignness; and (b) any word or combination of words which, becoming archaic in England, has continued in good usage in the United States. . . Such words as hominy, moccasin, pone, tapioca and succotash remain everyday Americanisms.**
>
> **The archaisms, of course, showed themselves more slowly. They had to go out of use in England before their survival in America was noticeable. But by the beginning of the 18th century there was already a considerable body of them, and all through that century they increased. The English language in Great Britain, chiefly under the influence of pedantry in the age of Anne, was changing rapidly, but in America it was holding to its old forms.**
>
> H. L. Mencken,
> "Americanism"
> *Encyclopaedia Britannica*,
> Thirteenth Edition, 1926

- To see images of notable people and places from the era in which H. L. Mencken wrote, search the following collections:
    - Creative Americans: Portraits by Van Vechten, 1932-1964
    - Touring Turn-of-the-Century America, 1980-1920
    - Taking the Long View: Panoramic Photographs, 1851-1991
- Search the Today in History Archive on *writer, playwright* or *poet* to find numerous features on America's literary lights such as William Faulkner, Ernest Hemingway, Langston Hughes, Marjorie Kinnan Rawlings, Archibald MacLeish, and F. Scott Fitzgerald.
- Read H.L. Mencken's scathing commentary on the Scopes Trial, quoted in the Today in History feature of May 5th.

Sources

Yesterday | Archive | American Memory | Search All Collections | Collection Finder | Learning Page

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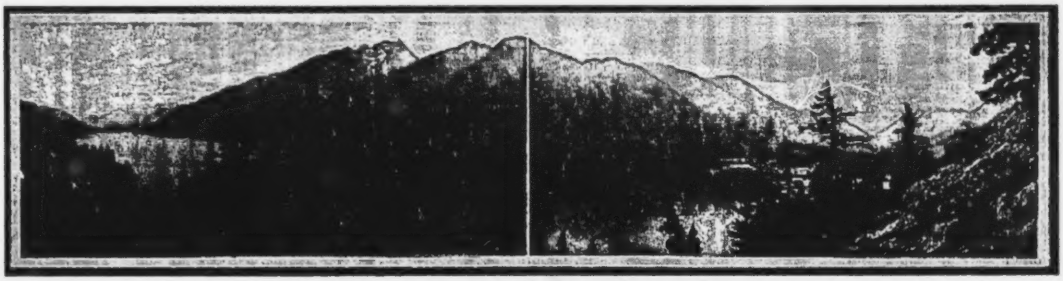
AMERICAN MEMORY

Today in History

Archive | Yesterday

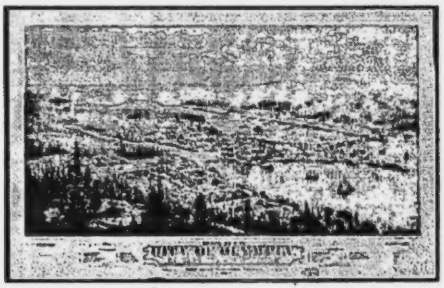
Washington
The Evergreen State



Lake Chelan in the Cascade Mountains, Washington, 1908.
Taking the Long View, 1851-1991

On **November 11,** 1889, President Benjamin Harrison declared Washington the forty-second state in the Union. Less than fifty years after pioneers began entering the Pacific Northwest via the Oregon Trail, the United States met expectations its borders would extend across the continent.

Until 1846, Washington was part of "Oregon Country," a region jointly occupied by England and the United States. In 1844, presidential candidate James K. Polk urged an aggressive stance with regard to ownership of the land below the 54th parallel. The slogan "Fifty-four Forty or Fight" became a rallying cry of the Polk campaign. Two years later, the U.S. and Great Britain signed the Oregon Treaty setting the Canadian-American border at the 49th parallel and granting the United States territory including present-day Idaho, Oregon, and Washington. In 1848, Congress designated this newly acquired area "Oregon Territory."



Olympia, Washington Territory, A.L. Bancroft and Co., 1878.

Racism, rather than concerns about sovereignty, propelled the very first settlers into the Washington region. In 1844, George W. Bush, a man of African-American ancestry was among early pioneers to Oregon Country. After learning the Oregon Provisional Government prohibited black people from owning property, Bush's party evaded control of the Provisional Government by crossing the Columbia River into present-day Washington. Olympia, now the state capital, traces its settlement to this band of pioneers.

With fertile rivers, dense forests, and a natural

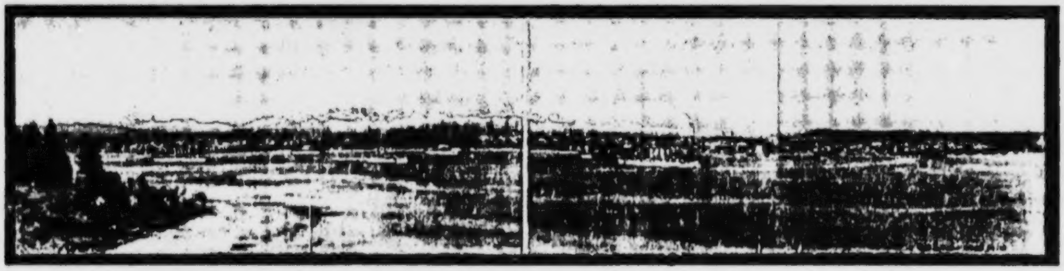
Map Collections, 1500-1999

harbor, the land offered riches to those willing to work. Yet, the region gained slowly in population. Friction with the Cayuse Indians discouraged some settlers while discovery of gold in California lured others. By 1850, natural resources and ready access to California's growing market spurred migration to Washington. Officially a part of Oregon Territory, popular agitation resulted in the organization of Washington Territory in 1853.

Visiting the West in 1865, newspaper editor Samuel Bowles admired Washington's lush forests and economic potential. He called the area around Puget Sound, already dotted with saw mills, the "great lumber market of all the Pacific Coast." Little Olympia he wrote, "puts on the airs and holds many of the materials of fine society; and entertained us at a most comfortable little inn." Noting the delicious meals he enjoyed there, Bowles joked:

> *If there is one thing, indeed, more than another, among the facts of civilization, which the Pacific Coast organizes most quickly and completely, it is good eating . . . When the Puritans settled New England, their first public duty was to build a church with thrifty thought for their souls. Out here, their degenerate sons begin with organizing a restaurant, and supplying Hostetter's stomachic bitters and an European or Asiatic cook. So the seat of empire, in its travel westward, changes its base from soul to stomach, from brains to bowels.*
>
> Samuel Bowles,
> *Our New West,*
> 1869, page 462
> Evolution of the Conservation Movement

During the period 1878-1889, Congress consistently rejected appeals for Washington statehood despite its growing population. Denial of statehood was largely due to a concern that the lack of an interstate railroad connection would interfere in the effective governance of Oregon as a state. More significantly, the legislators hesitated to disturb the delicate balance of Democrats and Republicans in Congress by creating another state. Finally, a decade after its initial request, Congress admitted Washington into the Union along with Montana and the Dakotas.



The Pacific Squadron at Puget Sound Navy Yard,
1908.
Taking the Long View, 1851-1991

California As I Saw It: First Person Narratives, 1849-1900 contains personal accounts of Washington, including one by journalist Edward S. Parkinson. His *Wonderland; Twelve Weeks in and Out of the United States* details a cross-country trip he took during the spring and summer of 1892. Parkinson admired Washington's natural beauty:

> *The shore of Puget's Sound, on each side, is densely wooded with forests of pine, fir and hemlock, beginning at the water's edge and reaching to the snow-line on the high mountains. The landscape forms a most beautiful picture of water, forest and snow-capped mountains.*
>
> Edward S. Parkinson,
> *Wonderland; Twelve Weeks in and Out of the United States*,
> page 169.
> California As I Saw It: First Person Narratives, 1849-1900

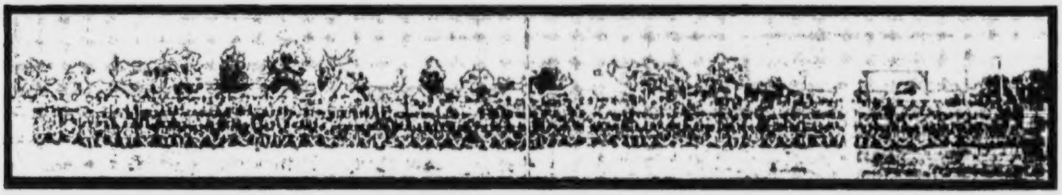
Find out more about Washington State:

- Use the "Zoom View" feature to examine the literary map of Washington Writers featured in the exhibition Language of the Land: Journeys Into Literary America.

Washington Writers,
Washington State Council of Teachers of English,
1989.
From the exhibition
Language of the Land: Journeys Into Literary America

- Search these American Memory collections on *Washington* to view more photographs of the natural splendor of the state:
    - Taking the Long View, 1851-1991
    - Touring Turn-of-the-Century America, 1880-1920
    - American Environmental Photographs, 1891-1936
- Read more of Samuel Bowles's *Our New West* in The Evolution of the Conservation Movement, 1850-1920.
- Search California As I Saw It: First-Person Narratives, 1849-1900 on *Washington Territory* for personal recollections of Washington's early years.

Veterans Day



Company E, 102nd Infantry Regiment, U.S. Army,
Curtiss Studio, photographers,

1917.
Taking the Long View, 1851-1991

The Allied powers a signed a cease-fire agreement with Germany at Rethondes, France on **November 11**, 1918, bringing World War I to a close. Between the wars, **November 11** was commemorated as Armistice Day in the United States, Great Britain, and France. After World War II, the holiday was recognized as a day of tribute to veterans of both world wars. Beginning in 1954, the United States designated **November 11** as Veterans Day to honor veterans of all U.S. wars.

In an interview found in American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940, World War I veteran Andrew Johnson remembered how his regiment stationed in northeastern France welcomed the end of the war:

> *Armistice Day found us before Metz. We were waiting to storm a great walled city which would have cost us many men, as we would have to cross a level plain about two miles long.*

Andrew Johnson
Levi C. Hubert, interviewer,
Brooklyn, New York,
November 20, 1938.
American Life Histories, 1936-1940

"Welcome Home,"
Barbelle, Albert W., illustrator,
Ed. G. Nelson, music,
Bud Green, words,
1918.
Historic American Sheet Music, 1850-1920

When Johnson and his mates finally arrived in the United States the following spring, he recalled, "We were given a bonus of $60, an honorable discharge, and the 368th Infantry regiment became a part of history."

On the home front, the Armistice was celebrated in the streets. Massachusetts shoe laster James Hughes described the scene in Boston:

> *There was a lot of excitement when we heard about the Armistice . . . some of them old fellas was walkin' on the streets with open Bibles in their hands. All the shops were shut down. I never seen the people so crazy . . . confetti was a-flying in all directions . . . I'll never forget it.*

James Hughes,
"The House That My Uncles Owned in Ireland,"
Jane K. Leary, interviewer,
Lynn, Massachusetts,
April 28, 1939.
American Life Histories, 1936-1940

The American Memory collections are rich in sources pertaining to World War I:

- Search the collection American Life Histories, 1936-1940 on *world war* to read more recollections of World War I.
- Search the Today in History Archive on *World War I* to

Home from the War,
Photograph of illustration,
circa 1917-1920.
Touring Turn-of-the-Century
America, 1880-1920

Mechanic, Motor Maintenance
Section
Ft. Knox, Kentucky,
June 1942.
Alfred T. Palmer, photographer
FSA/OWI Color Photographs
1935-1945

Armistice Day Parade,
Omaha, Nebraska,
November 1938.
John Vachon, photographer
FSA/OWI Black-and-White
Photographs, 1935-1945

find features on the outbreak and the end of the war, the sinking of the *Lusitania*, the entrance of the United States into the war, the first major offensive of the First U.S. Army in Europe, and on the commander of the American Expeditionary Forces, General John J. Pershing. Also see the feature on the Bonus Army made up of 12,000-15,000 disaffected World War I veterans who marched on Washington, D.C. to demand payment of benefits during the Depression years of 1932 and 1933.

- American Leaders Speak, 1918-1920 features sound recordings of speeches made by prominent Americans during and immediately after World War I. Browse the subject index to find a speech of interest, or visit the Special Presentation From War to Normalcy: An Introduction to the Nation's Forum Collection.

- I Want You for the U.S. Army, the famous recruiting poster from World War I, is included in the American Treasures exhibition.

- Woodrow Wilson's notes for his Fourteen Points address are available online in Words and Deeds in American History. In this famous address to Congress on January 8, 1918, Wilson outlined the terms he believed should be used as the basis for the treaty ending the First World War.

- Listen to a recording of George M. Cohan's "Over There," America's World War I anthem, available in the collection American Variety Stage.

Today in History

Archive Yesterday

General John J. Pershing

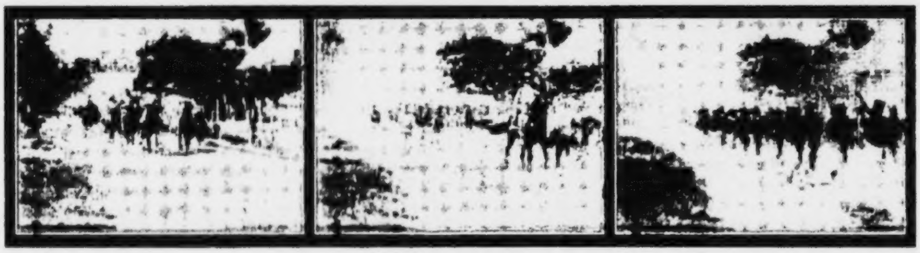
John J. Pershing, General, U.S.A.,
Theodor Horydczak, photographer,
circa 1920-1950.
Washington as It Was, 1923-1959

John J. Pershing, military commander whose brilliant career earned him the title General of the Armies of the United States, died on **July 15**, 1948. The first general awarded the title since George Washington, Pershing was given a hero's burial at Arlington National Cemetery.

Pershing was born in Laclede, Missouri, on September 13, 1860, the first of six children. His mother taught him at home, helping to inspire in him a love of learning. He realized his dream of attaining a formal college education when he won a scholarship to the U.S. Military Academy.

After graduating from West Point in 1886, Pershing was given command of the 6th Cavalry Regiment in the West, where he participated in the Apache and Sioux campaigns. He was promoted to First Lieutenant of the 10th Cavalry Regiment in Montana, one of several segregated regiments formed after passage of an 1866 law authorizing the U.S. Army to form cavalry and infantry regiments of black soldiers. Reflecting the racial prejudices of the era, the law also stipulated the units be commanded by white officers. Pershing's expressed his admiration for the black soldiers under his command forcefully and often, earning for himself the honorary nickname of "Black Jack."

African American Troops in the Spanish-American War



25th Infantry,
American Mutoscope and Biograph Company, 1900.
The Spanish-American War in Motion Pictures, 1898-1901

Filmed March 23, 1900, in the Philippine Islands, following the 25th Infantry's participation at the battle of Mt. Arayat in January 1900. The 25th Infantry was one of two infantries formed from the 39th through 41st infantries, organized after the Civil War. It was identified in the Biograph picture catalogue as "the famous 25th Infantry, colored."

After a period teaching military science at the University of Nebraska and at West Point, Pershing was commissioned to Chickamauga, Georgia to command a regiment bound for Cuba. He distinguished himself for his composure under fire during the Spanish-American War and was awarded a Silver Star Citation for gallantry in the Battles of Santiago and San Juan Hill. The African American troops of the 9th and 10th Cavalry Divisions played a prominent role in these battles, fighting bravely beside the volunteer Rough Riders.

Pancho Villa, Alvaro Obregon and John J. Pershing, August 27, 1914. South Texas Border

Pershing's later service in the Philippines and as military attaché in Japan, where he was official observer of the Russo-Japanese War, won him praise and promotion from President Theodore Roosevelt. His tact in handling the restrictions imposed on the movements of the American forces in Mexico during his command of the expedition in pursuit of Pancho Villa earned him the notice of President Woodrow Wilson.

After the United States entered the First World War on April 6, 1917, Wilson appointed Pershing commander of the American Expeditionary Forces to Europe. Coming to the aid of the trench-fatigued French troops, Pershing galvanized the novice American forces, molding them into a fighting army to be reckoned with.

Pershing introduced the first tank battalion used in battle by the American armed forces and made effective use of detailed operational orders which enabled his combat commanders to interpret his intentions on the field.

Although the American armed forces continued to be segregated, General Pershing attempted to give African American soldiers the opportunity to advance in command by placing them under the leadership of the French who were able to honor them as they deserved. Under Pershing's leadership, the First U.S. Army helped bring an end to the stalemate with Germany, hastening the Armistice.

"From the Battlefields of France"

Three thousand miles from home, an American army is fighting for you. Everything you hold worthwhile is at stake. Only the hardest blows can win against the enemy we are fighting. Invoking the spirit of our forefathers, the army asks your unshrinking support, to the end that the high ideals for which America stands may endure upon the earth.

General Pershing's patriotic message was recorded at American field headquarters during the battle of Picardy and Flanders on April 4, 1918. Listen to this and other recordings from World War I in the collection, American Leaders Speak, 1918-1920.

Real Audio Format	*wav Format* *372 Kbytes*

- Search the Today in History Archive on the terms *Spanish-American War* or *World War I* to read more features about the wars in which Pershing played a role, such as the beginning of the Spanish-American War, the landing of the U.S. Marines at Guantánamo Bay, the battle of Santiago, the beginning and end (both on June 28) of World War I, the sinking of the *Lusitania*, the St. Mihiel Offensive, and Armistice Day.
- Search on *Pershing, West Point*, or *World War, 1914-1918* in the American Memory collections for related text, images and recordings.
- The Spanish-American War in Motion Pictures, 1898-1901 includes actuality films photographed in the U.S., Cuba, and the Philippines.

- Search on the term *cavalry* in The South Texas Border, 1900-1920 to see images of troops from around the time when Pershing pursued Poncho Villa into Mexico after the latter's attack on an American border town.

- Search on *Pershing* in the collection The African-American Experience in Ohio, 1850-1920 to read a sample of articles about General Pershing written by African Americans who were his contemporaries, such as the article from the *Cleveland Advocate* dated June 22, 1918, "Here is [an] Anecdote of General Jack Pershing."

- Learn more about the history of African Americans in the U.S. Army from "World War I and Postwar Society" in the preview to the online exhibition *African American Odyssey*.

Sources

Yesterday | Archive | American Memory | Search All Collections | Collection Finder | Learning Page

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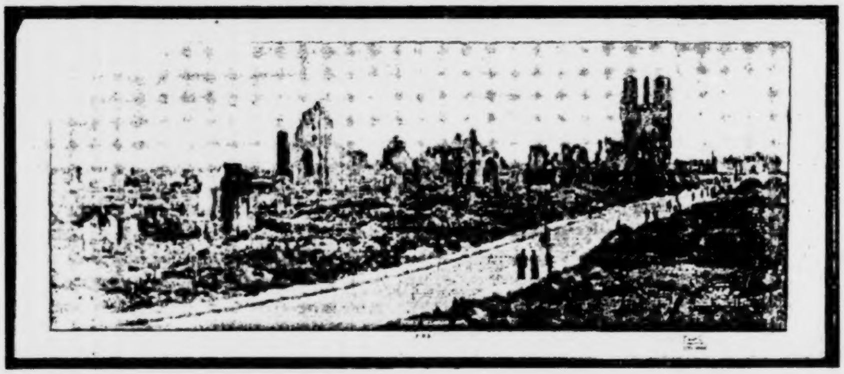
The Library of Congress Contact Us

Taking the Long View: Panoramic Photographs, 1851-1991

Click on picture for larger image, full item, or more versions. [Rights and Reproductions]



Ypres, Belgium, 1919.

CREATED/PUBLISHED
1919

NOTES
On front: "Photo by W. L. King, Millersburg, Ohio. By courtesy of Military Intelligence Div., General Staff, U.S. Army."

No. 46.

Copyright deposit; W. L. King; October 19, 1921; DLC/PP-1921:46432.

SUBJECTS
World War, 1914-1918--Destruction & pillage.
War damage.
Panoramic photographs.
Gelatin silver prints.
Belgium--Ieper.

RELATED NAMES
King, W. L. (William Lester), photographer, copyright claimant.

MEDIUM
1 photographic print : gelatin silver ; 14 x 34 in.

CALL NUMBER
PAN FOR GEOG - Belgium, no. 1

REPRODUCTION NUMBER
LC-USZC2-6192 DLC (color film copy slide)

SPECIAL TERMS OF USE

The Library of Congress

The Learning Page... lesson plans

Lesson One

Primary Source Analysis Sheet

1. Give the title of your primary source and note its location in American Memory.
2. What type of source is this? (Photograph, newspaper article, audio recoding, sheet music, film, manuscript, memoir, letter, speech, or specify other).
3. Describe any unique physical qualities in the source.
4. Identify the author or creator of the source.
5. When was the source created?
6. Record all possible observations about the sources content, images, text, and style.
7. Based upon your knowledge of the World War I era, does the source represent a particular bias or point of view? Point to evidence in the source to explain your answer.
8. Why do you think this source was created?
9. What questions are left unanswered by this source?
10. How does this source broaden or enrich your understanding of the World War I era?

Unit Home Lesson One Lesson Two Lesson Three

The Library of Congress | **American Memory** **Questions? Contact us**

Last updated 06/10/2002

The Library of Congress

TAKING THE LONG VIEW

PANORAMIC PHOTOGRAPHS 1851-1991

Prints and Photographs Division, Library of Congress

Search by Keyword | **Browse** the Subject Index | Creator Index | State and Country Index

---

The Panoramic Photograph Collection contains approximately four thousand images featuring American cityscapes, landscapes, and group portraits. These panoramas offer an overview of the nation, its enterprises and its interests, with a focus on the start of the twentieth century when the panoramic photo format was at the height of its popularity. Subject strengths include: agricultural life; beauty contests; disasters; engineering work such as bridges, canals and dams; fairs and expositions; military and naval activities, especially during World War I; the oil industry; schools and college campuses, sports, and transportation. The images date from 1851 to 1991 and depict scenes in all fifty states and the District of Columbia. More than twenty foreign countries and a few U.S. territories are also represented. These panoramas average between twenty-eight inches and six feet in length, with an average width of ten inches.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library's National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning.

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress does not endorse the views expressed in these collections, which may contain materials offensive to some readers.

Special Presentations

A Brief History | Shooting a Panorama | Selected Photographers | Selected City Views and Disasters

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Related Holdings

from **The Learning Page**

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Working with the Collection

How to View:
This Collection | All Collections

How to Order Photographic Reproductions

Digitizing the Collection

Cataloging the Collection

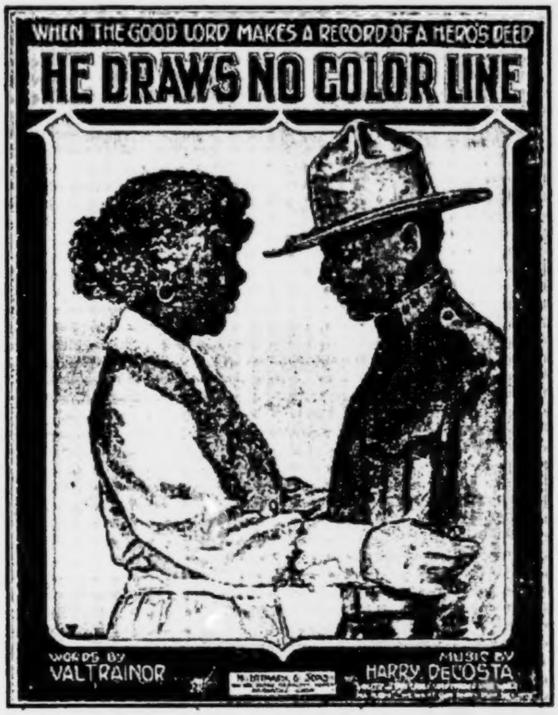
Copyright and Other Restrictions

Acknowledgments

American Memory | Search All Collections | Collection Finder | Learning Page

Historic American Sheet Music, 1850-1920 (from Duke University)

Click on picture to view full item (from Duke University) [Rights and Reproductions]


WHEN THE GOOD LORD MAKES A RECORD OF A HERO'S DEED
HE DRAWS NO COLOR LINE
WORDS BY
VAL TRAINOR
M. WITMARK & SONS
MUSIC BY
HARRY DeCOSTA

When the good Lord makes a record of a heros' deed he draws no color line. 1918

DeCosta, Harry

OTHER TITLES
First line: Dear old colored mammy talking to her boy
Chorus: Your Granddad did his duty in the civil war

CREATED/PUBLISHED
New York, New York, M. Witmark & Sons, 1918

NOTES
Pagination: 3
Plate no.: 15723-2
Publisher's no.: 7020
Instrumentation: voice; piano

BEST COPY AVAILABLE

SUBJECTS
Content (LCSH): Songs with piano
Content (LCSH): World War, 1914-1918--Songs and music
Content (HASM): Historical and Patriotic Music
Content (HASM): Legacies of Racism and Discrimination--Afro-Americans

The Library of Congress

AMERICAN MEMORY LC / AMERITECH AWARD WINNER

Duke University, Rare Book, Manuscript, and Special Collections Library

Historic
American
Sheet Music:
1850-1920
selected from the collections of Duke University

Search by Keyword | **Browse** the Subject Index | Name Index

---

The Historic American Sheet Music collection presents 3,042 pieces of sheet music drawn from the Rare Book, Manuscript, and Special Collections Library at Duke University, which holds an important, representative, and comprehensive collection of nineteenth and early twentieth century American sheet music. This selection presents a significant perspective on American history and culture through a variety of music types including bel canto, minstrel songs, protest songs, sentimental songs, patriotic and political songs, plantation songs, spirituals, dance music, songs from vaudeville and musicals, "Tin pan alley" songs, and songs from World War I. The collection is particularly strong in antebellum Southern music, Confederate imprints, and Civil War songs and music. Also included are piano music of marches, variations, opera excerpts, and dance music, including waltzes, quadrilles, polkas, etc. Cover illustrations represent an important, and in some cases almost unique, source of information for popular contemporary ideas on politics, patriotism, race, religion, love, and sentiment.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library's National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning. Digital collections from other institutions complement and enhance the Library's own resources.

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress and Duke University do not endorse the views expressed in these collections, which may contain materials offensive to some readers.

Special Presentation
Historic American Sheet Music Timeline: 1850-1920*

Understanding the Collection

About the Collection*

About Sheet Music*

Working with the Collection

How to Order Reproductions

Building the Digital Collection

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AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

From the battlefields of France

Pershing, John J. (John Joseph), 1860-1948
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

Listen to this recording.
(*wav Format....372436 bytes....0 minutes 33 seconds*)

View the text of this recording.

Pershing signature inscribed in disc

General J. J. Pershing. A patriotic appeal to all Americans recorded on the battlefield in France, "Three thousand miles from home, the Army asks your unshrinking support

This recording has been reproduced by the Library of Congress through the generosity of the family of Guy Golterman, and with the cooperation of CBS-Sony Records and the Recording Industry Association of America

Sound quality of recording is good

MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"From the Battlefields of France" [1]

Three thousand miles from home, an American army is fighting for you. Everything you hold worthwhile is at stake. Only the hardest blows can win against the enemy we are fighting. Invoking the spirit of our forefathers, the army http://memory.loc.gov/ammem/nfhtml/nfhome.html

The Library of Congress

AMERICAN MEMORY

Motion Picture, Broadcasting and Recorded Sound Division, Library of Congress

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Search by Keyword | **Browse** by Subject | Speaker

The Nation's Forum Collection consists of fifty-nine sound recordings of speeches by American leaders from 1918-1920. The speeches focus on issues and events surrounding the First World War and the subsequent presidential election of 1920. Speakers include: Warren G. Harding, James Cox, Calvin Coolidge, Franklin D. Roosevelt, Samuel Gompers, Henry Cabot Lodge, and John J. Pershing. Speeches range from one to five minutes.

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The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress does not endorse the views expressed in these collections, which may contain materials offensive to some readers.

Special Presentations:

Speaker Portrait Gallery

From War to Normalcy: An Introduction to the Nation's Forum Collection

---

Understanding the Collection

About the Collection

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How to Listen to Sound Recordings

How to Order Copies of Photographs | Sound

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The American Variety Stage, 1870 - 1920

AMERICAN VARIETY STAGE AUDIO SAMPLER

Variety entertainment dominated the popular recording industry's acoustic era (pre -1925), from its beginnings in the 1890s, when records were made on wax cylinders, right up to the beginning of the jazz age in the mid-1920s. From slapstick vaudeville routines and ethnic dialect skits to romantic ballads and dramatic recitations, sound recordings brought variety entertainment into the homes of millions of Americans. The following ten sample recordings are representative of the variety acts captured on disc by the Edison Company.

The Arkansas Traveler (Descriptive Scene), performed by Steve Porter and Ernest Hare
Edison 51010-R, recorded 1922
RealAudio version of this recording.
WAV version of this recording.

This is a classic "rube" sketch that has its origins in an 1852 lithograph by Currier & Ives depicting a wise-cracking, fiddle-playing hillbilly's encounter with a sophisticated city-slicker. Originally released on a wax cylinder in the 1890s, The Arkansas Traveler was probably the best-selling example of the popular genre "descriptive scene" (also called "descriptive specialty"), a humorous dramatic sketch that often included sound effects and music. Steve Porter was a versatile vaudeville comedian who wrote and performed many comedy routines on early sound recordings. Ernest Hare teamed with Billy Jones in 1920 to form Jones & Hare, "The Happiness Boys" of radio fame, and the most popular singing comedians of the 1920s.

Desperate Desmond - Drama, written and performed by Fred Duprez
Edison 50254-L, recorded 1915
RealAudio version of this recording.
WAV version of this recording.

Fred Duprez was a vaudeville comedian and was famous for his comic monologues. An Edison record catalog, circa 1927, had this to say about the Desperate Desmond bit: "Duprez invented all this himself and has given it before many audiences. It is really very cleverly worked out; some of the incidental music fits the characters with a burlesque fashion, and some of it, apparently to Duprez's intense disgust, is wildly inappropriate. To quote a popular advertisement If you can't laugh at this, see a doctor.'"

Laughing Record (Henry's Music Lesson), performed by Miss Sally Stembler & Edward Meeker
Edison 51063-R, recorded 1923
RealAudio version of this recording.
WAV version of this recording.

This comic sketch was so popular nearly every early record company sold a recording of it. This is the Edison Company's version. Known as the "laughing girl," Sally Stembler was recalled in Jim Walsh's seminal column, "Favorite Pioneer Recording Artist," in Hobbies Magazine (September, 1973): "Miss Stembler was a vaudeville comedienne who for a generation or more entertained audiences with laughing specialties."

I Want to Go Back to Michigan (written by Irving Berlin), performed by Billy Murray and Chorus
Edison 50198-L, recorded 1914
RealAudio version of this recording.
WAV version of this recording.

Penned by Irving Berlin in 1914, this tune was a hit that year. Later it was a success in vaudeville and eventually, in it's most famous rendition, sung by Judy Garland in the film Easter Parade (MGM, 1948). Of all the "phonograph singers," none made or sold more records than Billy Murray. Recording for all the major record companies of the period--Victor, Columbia, and Edison--Murray's renditions of the era's popular songs on cylinder and disc numbered in the hundreds and sold in the millions.

Lasca (written by Frank Deprez), performed by Harry E. Humphrey
Edison 50575-L, recorded 1919
RealAudio version of this recording.
WAV version of this recording.

Dramatic recitations were frequently on the variety show bill. Harry E. Humphrey delivers this romantic poem of the American West in the typical dramatic style of the time.

New York Blues (Rag Classical), written and performed by Pietro Frosini, accordion
Edison 50454, recorded 1917
RealAudio version of this recording.
WAV version of this recording.

Accordionist Pietro Frosini is described an Edison record catalog, circa 1927: "Frosini is considered one of the best accordion players now before the public. His success in vaudeville throughout the United States has been, as they say, terrific.' This selection he wrote himself. He calls it a "classical rag."

Over There (written by George M. Cohan), performed by Billy Murray
Edison 50443, recorded 1917
RealAudio version of this recording.
WAV version of this recording.

Written in 1917 and introduced by the famous singer Nora Bayes, this World War I hit became the anthem for America's war effort.

A Study in Mimicry (Vaudeville Sketch), performed by John Orren and Lillian Drew
Edison 50485-R, recorded 1918
RealAudio version of this recording.
WAV version of this recording.

"This is not in any sense a burlesque, or a descriptive sketch, but real imitations by two of the cleverest mimics now before the American vaudeville public. Mr. Orren does, in the order named, imitations of the following: Train Whistle,' Orchestra Tuning Up,' Sawmill,' Three different tones produced at once,' Chicken,' Rooster,' etc. . . . Then Miss Drew whistles a bird imitation with piano accompaniment. The record closes with Mr. Orren's imitation of five dogs in an argument." (Edison Company catalog, ca 1927).

The Trail of the Lonesome Pine (written by Ballard McDonald and Harry Carroll), performed by Walter Van Brunt
Edison 50083-L, recorded 1913
RealAudio version of this recording.
WAV version of this recording.

No variety bill would be complete without a romantic ballad. Tenor Walter Van Brunt renders McDonald and Carroll's 1913 hit in the style that made him one of the most successful recording artists of the era.

Recollections of 1861-65 (Trumpet Solo), performed by Edna White
Edison 80613-R, recorded 1921
RealAudio version of this recording.
WAV version of this recording.

There were many Civil War veterans among the audience members of American variety shows, and the selections played here would have been familiar to all. The Edison Company catalog, circa 1927, comments not only on the music, but also the novelty of the recording artist: "Not many women play the trumpet, and for this reason alone "Recollections of 1861-65" will arouse a great deal of curiosity. Some years ago, concert goers were given a new thrill by a female quartet of trumpet players, headed by Miss Edna White, who was a pioneer in the field of such music. Her trumpeters wore white robes and reminded one of Fra Angelico's angels. This record is a special arrangement of famous bugle calls, together with some of the songs associated with the war between the States. Following is their order: Adjutant's Call,' Just Before the Battle, Mother,' Mess Call,' When Johnny Comes Marching Home,' Assemble Call,' We'er Tenting To-night,' and Taps.'

Return to the Sound Recordings Home Page

Library of Congress

am 3-12-97

The Library of Congress

AMERICAN MEMORY

American Variety Stage
Vaudeville and Popular Entertainment
1870-1920

Houdini

Theater Playbills and Programs

Sound Recordings

Motion Pictures

English Playscripts

Yiddish Playscripts

Selected Materials from the Library of Congress

Search by Keyword | Browse the **Subject** or **Author** Index

---

The American Variety Stage is a multimedia anthology selected from various Library of Congress holdings. This collection illustrates the vibrant and diverse forms of popular entertainment, especially vaudeville, that thrived from 1870-1920. Included are 334 English- and Yiddish-language playscripts, 146 theater playbills and programs, 61 motion pictures, 10 sound recordings and 143 photographs and 29 memorabilia items documenting the life and career of Harry Houdini. Groups of theater posters and additional sound recordings will be added to this anthology in the future.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library's National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning.

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Understanding the Collection

Editor's Note

Working with the Collection

How to View: Images | Video

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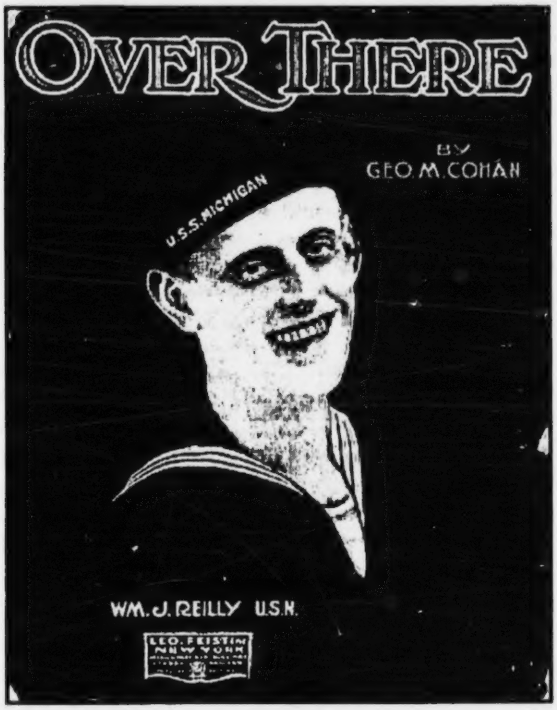
AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

Historic American Sheet Music, 1850-1920 (from Duke University)

Click on picture to view full item (from Duke University) [Rights and Reproductions]



Over there. 1917

Cohan, George M. (George Michael), 1878-1942

OTHER TITLES
First line: Johnnie get your gun; Johnnie, sac au dos, sac au dos, sac au dos
Chorus: Over there, over there; Par labas par labas

CREATED/PUBLISHED
New York, New York, Leo Feist, 1917

NOTES
Pagination: 3
Plate no.: 3751-2
Instrumentation: voice; piano

SUBJECTS
Content (LCSH): Songs with piano
Content (LCSH): World War, 1914-1918--Songs and music
Content (LCSH): Songs, French
Content (HASM): Historical and Patriotic Music
Illustration (AAT): singers
Illustration (AAT): military uniforms

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Lesson Two – American Leaders Speak

Actual sound recordings from the World War I era are available to us through American Leaders Speak. The Library of Congress holds fifty-nine recordings of speeches by U.S. leaders at the turn of the century. The speeches focus on issues and events surrounding the war and the subsequent presidential election of 1920.

The Nation's Forum, Record album cover, 1920.
Nation's Forum Home Page Image Captions

1. The American Leaders Speak collection is made up of recordings from The Nation's Forum. The collection represents an effort to preserve the voices of prominent Americans. In most cases, these audio files are the only surviving recordings of a speaker. The Department of State's Committee on Public Information (a governmental *propaganda ministry*) endorsed the Nation's Forum. You may wish to read further about the topic of wartime propaganda.

2. The Gallery of World War I Speakers allows you to link to a particular speech and display the audio file and text. Listen to Franklin K. Lane's The Nation in Arms. This speech will be further studied in class using the American Leaders Speak Analysis sheet.

3. You will be assigned a speech to analyze for homework using the American Leaders Speak Analysis sheet. There are eighteen speeches in the gallery. The speeches of Pershing and Lane (already analyzed by the class) will not be assigned to individual students. You will be given library research time to use print resources in order to respond to question #10 on the worksheet.

4. When students have completed the lesson two assignment, the teacher will pay particular attention to the responses to question #9: "Select a theme, event, or issue mentioned or alluded to in the speech that you wish to further investigate". Your teacher will use this feedback to assign each student to a relevant department or topic for the newspaper assignment in lesson three.

Unit Home Lesson One Lesson Two Lesson Three

BEST COPY AVAILABLE

FROM WAR TO NORMALCY:

An Introduction to the Nation's Forum Collection

World War I

Presidential Election of 1920

The Nation's Forum Collection of sound recordings preserves the voices of American leaders from the start of the twentieth century. The idea originated with St. Louis attorney and promoter of the arts Guy Golterman after a visit to the Library of Congress. He later commented: "As I looked at the facsimile of Washington's farewell and the original of Lincoln's Gettysburg address, I profoundly wished that the vitality of their voices could have been preserved."

Golterman, working with the State Department's Committee on Public Information and Columbia Graphophone Company, produced and distributed recordings of such prominent Americans as General John J. Pershing, Warren G. Harding, and Franklin D. Roosevelt. His recordings succeeded in preserving more than the voices of notable Americans. They also preserved important commentary on two major issues of 1918-1920: World War I and the presidential election of 1920.

American Leaders Speak

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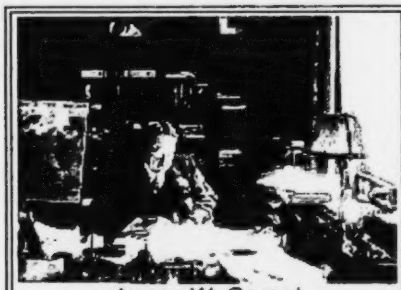
The Library of Congress

The Learning Page... lesson plans

Lesson Two

Gallery of World War I Speakers

Here is a gallery of portraits of important individuals represented in the American Memory Collection American Leaders Speak. Click on the hyperlinked text to access the recording of a particular speech.

 James W. Gerard "Loyalty"	 Richard A. Purdy "The Third Liberty Loan"	 Josephus Daniels "The Navy is Ready" "There is no rank in sacrifice"
 Gen. J.J. Pershing "From the battlefields of France"	 Frank A. Vanderlip "One Hundred Million Soldiers"	 Newton D. Baker "At the front" "America's choice and opportunity"
 Franklin K. Lane "The Nation in arms"	 Samuel Gompers "Labor's service to freedom"	 Champ Clark "At Valley Forge"

BEST COPY AVAILABLE

 Warren G. Harding "The Republic must awaken" "The American soldier"	 Breckinridge Long "America's accomplishments"	 Stephen S. Wise "What are we fighting for?"
 William G. McAdoo "American rights"	 Calvin Coolidge "America and the war"	 A. Mitchell Palmer "Democrats in the World War"

Unit Home Lesson One Lesson Two Lesson Three

The Library of Congress | **American Memory** **Questions? Contact us**

Last updated 06/10/2002

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

Loyalty

Gerard, James W. (James Watson), 1867-1951
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....1944386 bytes....2 minutes 56 seconds*)

● View the text of this recording.

Ambassador James W. Gerard. A warning to German Americans, "Every citizen must declare himself American -- or traitor

This recording has been reproduced by the Library of Congress through the generosity of the family of Guy Golterman, and with the cooperation of CBS-Sony Records and the Recording Industry Association of America

Sound quality of recording is good

MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"Loyalty"

I know that it is hard for Americans to realize the magnitude of the war in which we are involved. We have problems in this war no other nations have. Fortunately, the great majority of American citizens of German descent have, in this great crisis of our history, shown themselves splendidly loyal to our flag. Everyone had a right to sympathize with any warring nation. But now that we are in the war there are only two sides, and the time has come when every citizen must declare himself American -- or traitor!

We must disappoint the Germans who have always believed that the German-Americans here would risk their property, their children's future, and their own neck, and take up arms for the Kaiser. The Foreign Minister of Germany once said to me "your country does not dare do anything against Germany, because we have in your country 500,000 German reservists who will rise in arms against your government if you dare to make a move against Germany." Well, I told him that that might be so, but that we had 500,001 lamp posts in this country, and that that was where the reservists would be hanging the day after they tried to rise. And if there are any German-Americans here who are so ungrateful for all the benefits they have received that they are still for the Kaiser, there is only one thing to do with them. And that is to hog-tie them, give them back the wooden shoes and the rags they landed in, and ship them back to the Fatherland.

I have travelled this year over all the United States. Through the Alleghenies, the White Mountains, and the Catskills, the Rockies and the Bitterroot Mountains, the Cascades, the Coast Range, and the Sierras. And in all these mountains, there is no animal that bites and kicks and squeals and scratches, that would bite and squeal and scratch equal to a fat German-American, if you commenced to tie him up and told him that he was on his way back to the Kaiser.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

The Third Liberty Loan

Purdy, Richard A. (Richard Augustus), 1863-1925

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....1708953 bytes....2 minutes 35 seconds*)

● View the text of this recording.

Richard A. Purdy. "Remember, this is not a war; it is the war. The task is to make the world free... It is the question of the survival of autocracy or democracy. They are in their death grapple. It is a fight to the finish and it is up to us

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Sound quality of recording is very good

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MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"The Third Liberty Loan"

In the great Third Liberty Loan drive, just one statement seems necessary before an American audience. It is simply a question now of the survival of autocracy or democracy. They are in their death grapple. It is a fight to the finish and it is up to us. All the evidences about the city advertising this great loan, and the many speakers that appear before you, do so at the request of the government to thoroughly acquaint the American public with the situation. It is thought that with our hundred and ten million of people fully aroused we are very likely to start something that can be heard in Berlin.

The most convincing reason for this loan, as I see it, is the publication in the daily press of the last few weeks of the war maps of Europe, showing that shadowy and crooked German line, crooked in more senses than one, that all patriotic Americans have been so anxiously watching as it moves slowly mile by mile to the westward. It is our duty to hurry to that war front with all the haste and energy we can summon, and with every resource that our two hundred and fifty billions in national wealth can command, before that shadow crosses the Atlantic.

The latest news from the front is cheering. Our splendid General Pershing with our hundred thousand and our allies are holding that line. Let's do our share and hold it over here and raise this loan. We need every cent of these billions to send the right kind of message to the German Kaiser. We want to say to him that democracy, so handicapped perhaps at the start, can meet autocracy on any ground it chooses. We want to say to him that we intend to sail on all the seas as we have ever done, our only passport to be our own blessed flag flying.

AMERICAN MEMORY
PREVIOUS
NEXT
NEW SEARCH

http://lcweb2.loc.gov/cgi-bin/query/r?ammem/nfor:@field(DOCID+@range(90000043+90000044))

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

The Navy is ready

Daniels, Josephus, 1862-1948
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

Listen to this recording.
(*wav Format....2065067 bytes....3 minutes 7 seconds*)

View the text of this recording.

Secretary of the Navy Josephus Daniels. The secretary says, "'We have just begun to fight,' was the slogan of the Navy of '76. That is the slogan of the Navy today

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Sound quality of recording is fair

Believed to be take 2

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MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"The Navy is Ready"

'When will you be ready?' That is the question the British admiral asked when the first division of American destroyers reached Great Britain. 'We are ready now,' was the quiet response of the young officer. He expressed a real spirit of our navy. This is not the language of boasting. It was the prophecy and pledge of our service to those fighting in a common cause. In the trying months that have followed, the readiness and fitness of our men and ships have been tested and established, amid perils more insidious and baffling than those ever before confronted by a nation at war. The navy has sunk submarines, captured officers and men on U-boats, and driven many into hiding. It will not relax its vigilance until the menace of those vessels of the sea is ended. In one week last summer, the navy made contract for more destroyers than have been built since the American nation -- the American people -- established a navy. It has built and is building other fighting craft as rapidly as the resources of the country admit. In personnel the navy has expanded from 75,000 to 300,000 men officers. So popular is the naval service the only embarrassment is that men volunteer so rapidly we have to work overtime to give them hardy, adequate housing and proper training.

Destroyers were the first to herald our entrance into the war. But the navy has also commissioned hundreds of other craft. Charged the duty of transporting the soldiers to France, not one man has been lost. Charged with putting gun crews on merchant ships it has insured greater safety to commerce afloat.

It was the sacred courage of the navy to make the first supreme sacrifice in maintaining the freedom of the seas. To compel the nation with challenge the traditional American doctrine of freedom of the seas, every man and every ship in the navy is solemnly pledged. 'We have just begun to fight' was the first slogan of the navy of '76. That is the slogan of the navy of today.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

There is no rank in sacrifice

Daniels, Josephus, 1862-1948
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....2367448 bytes....3 minutes 34 seconds*)

● View the text of this recording.

Secretary of the Navy Josephus Daniels: "Men who live valiantly and die nobly, have a strength and a courage from the Eternal Father. Two of these young heroes have recently received high honor: one a graduate of Annapolis, the other an enlisted man

Original 78 rpm disc not in Library of Congress collections

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MEDIUM
1 sound tape : analog, 15 ips ; 1/2 in

TEXT

"No Rank in Sacrifice"

The story of the deeds of heroism performed by men of the navy in this war will glow with a light that never was on sea or land. Men who live valiantly and die nobly have a strength and a courage from the eternal Father. Two of these young heroes have recently received high honor. One a graduate of Annapolis, the other an enlisted man.

There is no rank in sacrifice. Many years ago when the first destroyers were built, they were given the names of John Paul Jones and Perry and Farragut and Decatur. All illustrious names, not born to die. The custom is continued. Two of the latest destroyers were named Cork and Ingram.

The torpedoing of the Jacob Jones gave us more than one naval hero, some of them spared for future achievement. He was game to the last, was the report of the spirit of Lieutenant F. S. Cork. During the early part of the evening, in a weakened condition, this gallant young officer swam through the chilly waters, from one raft to another, in his effort to distribute the weight and make safe the men who had found rescue. Young, without fame, in the hour of dire peril he thought not of himself, but of others. We have given Corky the distinction that goes alone to those who put devotion to duty above love of life. The destroyer Cork, like the useful hero for whom it is named, will be game to the last.

The deed of Osmond J. Ingram ranks with those that gives splendor to our humanity. He was gunners-mate on the intrepid [Cassin]. When the captain, searching for submarines, spied one, he started full speed ahead toward the enemy. Suddenly he cited a torpedo about four hundred yards away. Realizing the situation, the crew captain rang for emergency speed on both engines. In that critical moment an enlisted man of the Navy rose to the heroic demand of the peril. Seeing the torpedo coming toward the stern of the ship where the gun was located, Gunner Ingram, with rare presence of mind, realized the danger if the weapon struck where the ammunition was stored. He speedily ran aft and threw the ammunition into the sea before the torpedo struck. He saved the [Cassin] and the lives of his shipmates. He lost his own life. He was the only man who did not answer to the roll call of the ship, but he answered to the roll call of the immortal, and soon a destroyer bearing his name will proudly sail the seas.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

From the battlefields of France

Pershing, John J. (John Joseph), 1860-1948
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....372436 bytes....0 minutes 33 seconds*)

● View the text of this recording.

Pershing signature inscribed in disc

General J. J. Pershing. A patriotic appeal to all Americans recorded on the battlefield in France, "Three thousand miles from home, the Army asks your unshrinking support

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Sound quality of recording is good

MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"From the Battlefields of France" [1]

Three thousand miles from home, an American army is fighting for you. Everything you hold worthwhile is at stake. Only the hardest blows can win against the enemy we are fighting. Invoking the spirit of our forefathers, the army

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

One hundred million soldiers

Vanderlip, Frank A., (Frank Arthur), 1864-1937
(For a larger image, click on the picture)

Information about Audio Playback

RA Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....2398798 bytes....3 minutes 37 seconds*)

● View the text of this recording.

Frank A. Vanderlip. "To win this war, Congress pledged the resources of the United States to the last man and the last dollar. When you applauded that, you agreed that we would be a united nation

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Sound quality of recording is good

Believed to be take 1

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MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"One Hundred Million Soldiers"

Fellow countrymen, to win this war, Congress pledged the resources of the United States to the last man and the last dollar. When you applauded that, you agreed that we would be a united nation, prepared to make every sacrifice necessary to win this fight. Have we the strength of character to carry out that pledge? We ought clearly to comprehend that this is a war of equipment. Our men may be as brave as any heros ever were, but they cannot successfully fight this sort of fight barehanded. They must have the equipment of guns great and small, of ammunition, of a sky full of airplanes, and of a bridge of ships across the Atlantic. The cost of that, together with the cost of what we must manufacture for our allies, will represent of money value of nearly 19 billion dollars.

We cannot fight a war without money, that we all know. But after all we cannot win a war with money. You could dress a soldier in dollar bills and he would still be cold. It is the output of the workshop that we must have. We are just now seeing that money will not build a fire in a furnace. That needs coal, and money will not secure coal where the coal cannot be transported. We are learning that appropriations, and treasury credit do not equip the army, unless there are other raw materials -- the workshop, and the manpower -- which that money can command. Sticking a labe on a bottle does not fill the bottle; making an appropriation does not build a ship. There are not men enough to make for us our ordinary comforts and luxuries and at the same time build the ships and fighting equipment needed. If we will recognize that fact, we will then see why each one of us must give up some of our ordinary comforts and luxuries. If we do not, the army cannot be equipped in time.

So we must see to it that every one of our hundred million Americans enlist in that great army back of our soldiers. We must all serve. The responsibility is upon you to decide how you will serve. Whether in the army in khaki or in the larger army -- the hundred million army. You must go or forego. You must fight or sacrifice. You are the Kaiser's ally if you make men work for you manufacturing luxuries while guns are still unforged and ships unbuilt. Join the hundred million army. Then mark your service by foregoing unnecessary things and bringing, buying with the money you save bonds of the United States, big bonds if you can, baby bonds in any event. Buying war saving stamps means equipping the army, means saving the lives of American soldiers, means whipping the Huns, and redeeming the world for civilization.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

At the front

Baker, Newton Diehl, 1871-1931
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(RealAudio Format)

● Listen to this recording.
(*wav Format....2101494 bytes....3 minutes 10 seconds*)

● View the text of this recording.

Secretary of War Newton D. Baker: "I saw the superb and veteran armies of Great Britain, France, and Italy. I saw the heroic associates with whom our own army is to fight and I had then, as I have now, a sense of stirring and rising pride in the feeling that America's great and splendidly equipped and prepared army is composed of men worthy to be classed with those heroes

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MEDIUM
1 sound tape : analog, 15 ips ; 1/2 in

TEXT

"At the Front"

I recently had the high privilege of visiting the battlefront of freedom from the English Channel to Venice. I saw the superb and veteran armies of Great Britain, France and Italy. I saw the heroic associates with whom our own army is to fight, and I had then, as I have now a sense of stirring and rising pride in the feeling that America's great and splendidly equipped and prepared army is composed of men worthy to be classed with those heroes and that they will find heroes worthy of their fellowship.

As the great army of American boys is streaming across the sea, and taking its place beside the British and the French, my mind projects that picture to another which I saw in Europe. Mountains unscaled by human feet, descended by Italian engineers with cable-ways running up them from valleys which seemed bottomless, and carrying up CANNONS, men, and munitions until these white-fingered, up-pointing mountains were really, each of them, converted into fortress sentinels guarding Italy and guarding freedom as well, by day and by night.

As an illustration of the spirit in heroic France, I heard of a French woman who went to the intelligence office of a hospital to inquire whether her husband, reported to her seriously wounded, had any chance of recovery. They told her there, that her husband was dead. She turned. It was not her first sacrifice in the war and as she turned, seemed to stagger from the room. A kindly disposed man followed her to see whether he could be of any comfort or consolation in her distress. He overtook her at the sidewalk, and she seemed almost distraught as he said to her: "Madam I beg you to let me express my profound sympathy for this terrible blow." She turned round, faced him squarely, and catching her breath and choking back what would have been a sob said: "Sir, under these circumstances there is only one proper sentiment to express, vive la France!" That is the spirit of the people and the armies in Europe. It is the spirit of America, and we shall be blessed in the victory we are to win by the sacrifices which will have purified us as they will have glorified our cause.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

America's choice and opportunity

Baker, Newton Diehl, 1871-1937
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....1998393 bytes....3 minutes 1 seconds*)

● View the text of this recording.

Secretary of War Newton D. Baker. "A new history of the world will be written and it will date, I think, from the beginning of this war

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Sound quality of recording is very good

Believed to be take 1

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MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"America's Choice and Opportunity"

America has chosen -- nay, she chose in 1776 -- that she intended to be democratic in her policies and in her government. And our whole history of more than one hundred years justifies the statement that our people are wedded and devoted to the idea of international justice as the rule upon which nations shall live together in peace and amity upon the earth.

So that when we entered this war, we entered it in order that we and our children's children might fabricate a new and better civilization, under better conditions, enjoying liberty of person, liberty of belief, freedom of speech, and freedom as to our political institutions. We entered this war to remove from ourselves, our children, and our children's children, the menace which threatens to deny us that right. I want to appeal to you and to all Americans: never during the progress of this war let us for one instant forget the high and holy mission with which we entered it no matter what the cost, no matter what the temptation. Let us bring out of this war the flag of our country as untarnished as it goes in -- sanctified and consecrated to the establishment of liberty, for all men who dwell on the face of the earth.

Nobody knows what the world is going to be like when this war is over. No imagination is able to picture the sort of civilization the world will have after this conflict. But we do know that when this war is over, the rehabilitation of a stricken if not paralyzed civilization is going to be a long, drawn out, and uphill task, and that there will be need on every hand for trained minds -- for trained and schooled men.

When the reconstruction of the world takes place, and a finer and better civilization has been worked out, when the human race puts its shoulders to the wheels of industry and begins to spread abroad the incalculably valuable discoveries of science, I can imagine that a new history of the world will begin to be written. And it will date, I think, from this great war, when men realize, perhaps for the first time in a fundamental way, that the waste in conflict is an unrecoverable waste -- that the upkeep of enormous armies is too great a burden to bear -- and that the real happiness of mankind is based upon those peaceful pursuits which aim to make available the great resources of the world. When peace comes, America will have a special opportunity for a great service.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

The Nation in arms

Lane, Franklin K., 1864-1921
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....2160636 bytes....3 minutes 15 seconds*)

● View the text of this recording.

Franklin K. Lane. "We are fighting Germany because she sought to terrorize us and then to fool us... Germany has never asked forgiveness of the world [for sinking the Lusitania]...Belgian starving ...piteous cries of children...friendly, harmless, terrorized people

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Sound quality of the recording is very good

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MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"The Nation in Arms"

We are fighting Germany because she sought to terrorize us and then to fool us. We could not believe that Germany would do what she said she would do upon the seas. Yet, we still hear the piteous cries of children coming out, out of the sea where the Lusitania went down, and Germany has never asked forgiveness of the world. We saw the Sussex sunk crowded with the sons and daughters of neutral nations. We saw ship after ship sent to the bottom -- ships of mercy bound out of America for the Belgian's starving -- ships carrying the Red Cross, and laden with the wounded of all nations -- ships carrying food and clothing to friendly, harmless, terrorized people -- ships flying the stars and stripes sent to the bottom hundred of miles from shore, manned by American seamen, murdered against all law, without warning.

We believed Germany's promise that she would respect the neutral flag and the rights of neutrals, and we held our anger and outrage in check. But now we see that she was holding us off with fair promises until she could build her huge fleet of submarines. For when spring came, she blew her promise into the air, just as at the beginning of the war she had torn up that scrap of paper. Then we saw clearly that there was but one law for Germany -- her will to rule. We are fighting Germany because she violated our confidence. Paid German spies filled our cities. Officials of her government, received as the guests of this nation, lived with us to bribe and terrorize, defying our law and the law of nations. We are fighting Germany because while we were yet her friends, the only great power that still held hands off, she sent the Zimmermann note, calling to her aid Mexico, our southern neighbor, and hoping to lure Japan, our western neighbor, into war against this nation of peace.

The nation that would do these things proclaims the gospel that government has no conscience. And this doctrine cannot live or else democracy must die. For the nations of the world must keep faith. There can be no living for us in a world where the state has no conscience, no reverence for the things of the spirit, no respect for international law, no mercy for those who fall before its force.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

Labor's service to freedom

Gompers, Samuel, 1850-1924
(For a larger image, click on the picture)

Information about Audio Playback

RA Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....2337722 bytes....3 minutes 32 seconds*)

● View the text of this recording.

Samuel Gompers, head of AFL. "In addition to the fundamental principles at issue, labour has a further interest in the war. This war is a people's war, labor's war. The final outcome will be determined in the factories, the mills, the shops, the mines, the farms, the industries and the transportation agencies of the various countries

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Sound quality of the recording is good

Believed to be take 2

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MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"Labor's Service to Freedom"

Fellow countrymen, our republic, our people, are at war. Whatever individuals may have thought upon the European situation before the Congress of the United States declared war against the Imperial German and Austrian governments, that must now be laid aside. War means victory for our cause or danger to the very existence of our nation.

The World War in which we are engaged in is on such a tremendous scale that we must readjust practically the whole nation's social and economic structure from a peace to a war basis. It devolves upon liberty-loving citizens, and particularly the workers of this country, to see to it that the spirit and the methods of democracy are maintained within our own country while we are engaged in a war to establish them in international relations. The fighting and the concrete issues of the war are so removed from our country that not all of our citizens have a full understanding of the principles of autocratic force which the Central Powers desire to substitute for the real principles of freedom.

In addition to the fundamental principles at issue, labor has a further interest in the war. This war is a people's war -- labor's war. The final outcome will be determined in the factories, the mills, the shops, the mines, the farms, the industries, and the transportation agencies of the various countries. That group of countries which can most successfully organize its agencies of production and transportation, and which can furnish the most adequate and effective agencies with which to conduct the war, will win.

The workers have a part in this war equal with the soldiers and sailors on the ships and in the trenches. America's workers understand the gravity of the situation and the responsibility that devolves upon them. They are loyal to the republic. They have done and are doing their part.

There was struggle for freedom and for a better life -- gives them a keen appreciation of the opportunities and privileges of free, the free government has given them. They are demonstrating their appreciation and loyalty by war work, by loaning their savings, and by the supreme sacrifice. Labor will do its part in every demand the war makes. Our republic, the freedom of the world, progress, and civilization hang in the balance. We dare not fail. We will win

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

At Valley Forge

Clark, Champ, 1859-1921
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

Listen to this recording.
(*wav Format....2284882 bytes....3 minutes 27 seconds*)

View the text of this recording.

Speaker of the House Champ Clark. "We are assembled here to pay tribute to the deeds of a portion of the brave men who made us free. [Valley Forge was] the most heroic and without question the most pathetic chapter in the history of the American Army

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Sound quality of the recording is good

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MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"At Valley Forge"

We stand today on ground hallowed by the unspeakable suffering of as true a band of patriots as ever lived. We are assembled here to pay tardy tribute to the deeds of the portion of the brave men who made us free. The story of Valley Forge is one of the most heroic and beyond all question the most pathetic chapter in the history of the American army. It required more courage and fortitude to freeze and starve in the [encampments here] during the awful winter of 1777 and 1778, than it did to charge the British regulars in the open field, or to assault them in the redoubts of Yorktown. Here in the winter of discontent, our fortunes sank to the lowest point. But from this place, Washington went forth conquering, and to conquer, and to become the foremost man of all the world.

By one of those strange accidents which puzzled even the philosophers, one of the best and most appreciative histories of the American Revolution ever written is by Sir George Otto Trevelyan, an Englishman, the nephew and biographer of Lord McCawlay. Describing Washington's encampment here he says: "That little village, Valley Forge, clustered at the bottom of a deep ravine, gave a name to what, as time goes on, did [aspire] to be the most celebrated encampment in the world's history." His prophecy has come true. It is the most famous encampment on the surface of the globe.

It is said that republics are ungrateful, but by erecting this magnificent memorial arch to Washington and his soldiers, the Congress demonstrates to all the world that we hold in most grateful recollection the men who suffered and died here one hundred and thirty-nine years ago in order that our feeble, infant republic might live. How amazingly she has grown -- God be praised. Grown from a narrow strip along the Atlantic to continental proportions. Grown from being the weakest among the nations into the richest and most powerful. The free institutions which have enabled us to grow into what we are, we owe to Washington and the patriots of '76. The spirit which animated them animates their descendants today wherever old glory floats. They created this mighty republic. Our most solemn duty, our profoundest pleasure, our highest ambition, is to serve it faithfully and to transmit it unimpaired to our children and our children's children to the remotest generations.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

The Republic must awaken

Harding, Warren G. (Warren Gamaliel), 1865-1923
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

Listen to this recording.
(*wav Format....2354171 bytes....3 minutes 33 seconds*)

View the text of this recording.

Senator Warren G. Harding. "My countrymen: the surpassing war of all times has involved us and found us utterly unprepared in either a mental or military sense

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Sound quality of recording is good

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MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"The Republic Must Awaken"

My countrymen, the surpassing war of all times has involved us, and found us utterly unprepared in either a mental or military sense. The Republic must awaken. The people must understand. Our safety lies in full realization the fate of the nation and the safety of the world will be decided on the western battlefront of Europe.

Primarily the American Republic has entered the war in defense of its national rights. If we did not defend we could not hope to endure. Other big issues are involved but the maintained rights and defended honor of a righteous nation includes them all. Cherishing the national rights the fathers fought to establish, and loving freedom and civilization, we should have violated every tradition and sacrificed every inheritance if we had longer held aloof from the armed conflict which is to make the world safe for civilization. More, we are committed to sacrifice in battle in order to make America safe for Americans and establish their security on every lawful mission on the high seas or under the shining sun.

We are testing popular government's capacity for self-defense. We are resolved to liberate the soul of American life and prove ourselves an American people in fact, spirit, and purpose, and consecrate ourselves anew and everlastingly to human freedom and humanity's justice. Realizing our new relationship with the world, we want to make it fit to live in, and with might and fright and wrathfulness and barbarity crushed by the conscience of a real civilization. Ours is a small concern about the kind of government any people may choose, but we do mean to outlaw the nation which violates the sacred compacts of international relationships. The decision is to be final. If the Russian failure should become the tragic impotency of nations -- if Italy should yield to the pressure of military might -- if heroic France should be martyred on her flaming altars of liberty and justice and only the soul of heroism remain -- if England should starve and her sacrifices and resolute warfare should prove in vain -- if all these improbable disasters should attend, even then we should fight on and on, making the world's cause our cause.

A republic worth living in is worth fighting for, and sacrificing for, and dying for. In the fires of this conflict we shall wipe out the disloyalty of those who wear American garb without the faith, and establish a new concord of citizenship and a new devotion, so that we should have made a safe America the home and hope of a people who are truly American in heart and soul.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

http://lcweb2.loc.gov/cgi-bin/query/r?ammem/nfor:@field(DOCID+@range(90000070+90000071))

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

The American soldier

Harding, Warren G. (Warren Gamaliel), 1865-1923
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....2869040 bytes....4 minutes 20 seconds*)

● View the text of this recording.

Senator Warren G. Harding. "My countrymen. Though not in any partisan sense, I must speak of the services of the men and women who rallied to the colors of the Republic in the World War. America realizes and appreciates the services rendered

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Sound quality of recording is good

Believed to be take 1

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MEDIUM
1 sound disc : analog, 78 rpm ; 12 in

TEXT

"The American Soldier"

My countrymen, though not in any partisan sense, I must speak of the services of the men and women who rallied to the colors of the Republic in the World War. America realizes and appreciates the services rendered, the sacrifices made, and the sufferings endured. There shall be no distinctions between those who knew the perils and glories of the battlefront or the dangers of the sea, and those who were compelled to serve behind the lines, or those who constituted the great reserve of a grand army which awaited the call in camps at home. All were brave. All were self-sacrificing. All were sharers of those ideals which sent our boys twice armed to war.

Worthy sons and daughters these. Fit successors to those who christened our banners in the immortal beginning. Worthy sons of those who saved the Union and nationality when civil war wiped out the ambiguity from the Constitution. Ready sons of those who drew the sword for humanity's sake the first time in the world in 1898. The four million defenders on land and sea were worthy of the best traditions of a people never warlike in peace and never pacifist in war. They commanded our pride. They have our gratitude, which must have genuine expression. It's not only a duty -- it's a privilege to see that the sacrifices made shall be requited, and that those still suffering from casualties and visibilities shall be abundantly aided and restored to the highest capabilities of citizenship and its enjoyments.

Much has been said of late about world ideals. But I prefer to think of the ideal for America. I like to think there's something more than the patriotism and practical wisdom of the founding fathers. It's good to believe that maybe destiny held this New World republic to be the supreme example of representative democracy and orderly liberty by which humanity is inspired to higher achievement. It is idle to think we have attained perfection, but there is the satisfying knowledge that we hold orderly processes for making our government reflect the heart and mind of the Republic.

Ours is not only a fortunate people, but a very commonsensical people, with vision high, but their feet on the earth, with belief in themselves and faith in God. Whether enemies threaten from without or menaces arise from within, there is some indefinable voice saying: "Have confidence in the Republic. America will go on." Here is the sample of liberty no storms may shake. Here are the altars of freedom no factions shall destroy. It was American in conception, American in its building. It shall be American in the fulfillment. Factional once, we are all American now. And we mean to be all Americans to all the world.

I would not be my natural self if I did not utter my consciousness of my limited ability to meet your full expectation or to realize the aspirations within my own breast. But I'll gladly give all that is in me, all of heart, soul, and mind and the fighting love of country, to service in our common cause. I can only pray to the omnipotent God that I may be as worthy in service as I know myself to be faithful in thought and purpose. One cannot give more.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

America's accomplishments

Long, Breckinridge, 1881-1958
(For a larger image, click on the picture)

Information about Audio Playback

RA Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....2884199 bytes....4 minutes 21 seconds*)

● View the text of this recording.

Breckinridge Long. "We accomplished our set purpose in an incredibly short time to the bewilderment of the yet admiring world

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MEDIUM
1 sound disc : analog, 78 rpm ; 12 in

TEXT

"America's Accomplishments"

From the moment of the declaration by Germany, she would reopen her inhuman warfare by the indiscriminate use of submarines. From that instant, history grows in America, and with a voice as near unanimous as history records, cried defiance at the greatest military power in the world. Righteous indignation, appreciating that not only the liberty of our own citizens was involved, but that the rights of humanity were jeopardized, impelled us to a task not more stupendous than is the realization we accomplished our set purpose in an incredibly short time to the bewilderment of a yet admiring world.

From a community of agriculturalists, manufacturers, and merchants, unaccustomed to the use of arms or to military methods, an army of four million men was raised. Boats, guns, ammunition and all equipment were supplied in more than sufficient quantity. Two million men were transported across three thousand miles of infested sea and landed with eager hearts on foreign soil, in itself an accomplishment for which history draws no parallel. Even in the ages to come will the story be told in song and carried down in the minds and hearts of men -- a fame more lasting than ineffaceable records on stone.

That incredible organization of the man-power and woman-power throughout the United States, that marvelous marshalling of resources, electrified the men. Each one conscious of the united purpose of the whole nation, so that when the leash was loosed they set upon and overcame the greatest military autocracy the world had ever known, and put the stars and the stripes on the ramparts of the Rhine. Valiant men, sterling officers, loyal citizens at home, each and all participated and were directed to everlasting victory in thought and word and deed by Woodrow Wilson, Commander-in-Chief of the armies and of the navies of the United States.

Yet there are those among us even who would detract from the splendor of our victory. There are those who attempt by innuendo indirect, and by unshamed criticism to destroy the reputation of their country. Shame on him who points at America the finger of scorn. The sons and daughters of America have pride in their accomplishments and will resent the utterances of those who do not tender her full glory for it. From this point of view it may be easily proclaimed we should have done this or we should not have done that. But I defy the man to raise his voice who would have dared say then, not now, we should not have bought one more gun, nor trained another soldier and to have assumed responsibility for defeat. We sought not responsibility for defeat, we sought victory, and centuries ago Caesar said it for us: "We came, we saw, we conquered." Ah, the living need not sing the praise, for generations yet unborn will constant testimony bear, and the record of America in the great world war will stand the greatest wonder of the world.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

What are we fighting for?

Wise, Stephen Samuel, 1874-1949
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....2311054 bytes....3 minutes 29 seconds*)

● View the text of this recording.

Rabbi Stephen S. Wise. "What are we fighting for? My answer to mothers and fathers is, enviable and even glorious is your lot to give your son or bless their dedication to the highest and holiest of causes in which a people was ever engaged

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Sound quality of recording is very good

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MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"What Are We Fighting For?"

What are we fighting for? My answer to mothers and fathers is -- enviable, even glorious is your lot if you give your sons or bless their self-dedication to the highest and holiest of causes in which a people was ever engaged. Remember that you American men and women give your sons to no ordinary war, though outwardly it be war and nothing more. Remember that America is not in war for the sake of war. Grimly mocking paradox though it be, we have taken up the burden of war not for the sake of war, but for the sake of peace, which we would fain have bless victor and vanquished alike. We have taken up arms which we shall never ground until the world be made safe in the only way in which the life of nations dwelling together can be made safe, by democracy with peace and healing on its wings.

Remember this is not a war -- it is the war. It is the contest of the ages, which we and our allies together can make the last human holocaust, if we be mighty in war and even mightier in the generosities and magnanimities of peace. Your sons have taken up arms not to slay, but to bring the hope of unbroken life to countless generations unborn. As your sons bear fault to battle, be strong mothers and fathers in the knowledge that the sacrificial task unto which they are bent is nothing less than to make the world free. If suffering and agony be your and their lot, call to mind the little children of Armenia, the wronged women of Belgium, the enslaved men of Serbia, and know that these things can never again come to pass, if your sons, our younger brothers, be equal to the challenge which a free world cannot refuse to meet.

And when you join in the act of sacrifice, let your spirit be willing and even joyous as befits the task that summons. Forget not that the sacrifice is to be for that which is more precious than life, even as holy as love -- the liberty of men, the security of peace, the faith of nations. Your readiness to sacrifice may make sacrifice unasked hereafter, and your children's children, yea, all the children of men, shall dwell amid peace and security if the nobleness of the fathers be equal to the heroism of the sons. It is not too late to save the world, to make and keep the world free, to rebuild an order of life that shall be just and righteous altogether. That shall come to pass if you claim for your sons something better than life, remembering to a man's perdition to be safe, when for the truth he ought to die.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

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AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

American rights

McAdoo, William Gibbs, 1863-1941
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

Listen to this recording.
(*wav Format....2326431 bytes....3 minutes 31 seconds*)

View the text of this recording.

Secretary of Treasury William G. McAdoo. "Fellow countrymen, this great Republic is facing one of the most extraordinary situations in the world's history. It would be difficult to exagerate the seriousness of the great conflict in which we are engaged

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MEDIUM
1 sound disc : analog, 78 rpm ; 10 in

TEXT

"American Rights"

Fellow countrymen, this great republic is facing one of the most extraordinary situations in the world's history. It would be difficult to exaggerate the seriousness of the great conflict in which we are engaged -- a conflict in which the fate of civilization is at stake -- a conflict of which God has called us as a champion of freedom and democracy.

We are by nature a peaceful people, but we are a fighting people where the rights of America and of humanity are concerned. It is unfortunate for the German military despot who precipitated this war, that he did not realize beforehand that America has fighting spirit and national unity. He had been made to believe that we were a disorganized, disloyal and heterogenous people -- that America would not fight -- that her rights could be transgressed with impunity, and that she would cravenly submit.

The Kaiser insolently commanded our vessels and our citizens not to sail the high seas within his own of about 500 miles surrounding Great Britain, France, Belgium, and Italy. He said: 'if you do, I will sink your ships without notice, kill your citizens, and destroy your commerce.' He did this in defiance of all international law and in violation of Germany's treaty obligation with this government. No self-respecting nation could permit any alien despot to order it to surrender rights that are vital to the national integrity and security. If we had not courage enough to defend our rights on that ground, then our material interests were so involved, that it was absolutely essential to America's continued life and prosperity that the Kaiser's order should be defied. A zone five hundred miles in extent, surrounding Great Britain, Belgium, France and Italy, meant this: that if we kept our commerce out of these waters, our intercourse with those countries would cease, and a market for more than one half of all that this country exports each year would have been lost. If we had submitted to that order, and that had been destroyed, what would have happened? Disaster upon the farms of America, disaster to the manufactories of America, disaster to the mining interests of America, disaster to the labor interests of America. To every productive activity of the American people there would have come irreparable injury. Never could we submit to that.

Every man and woman who stays at home, and for whose liberties, property, and sacred institutions our boys will shed their blood, must be moved by a spirit of sacrifice equal to that which animates our gallant troops. We must be willing to give up something of personal convenience, something of personal comfort, something of our treasure -- all, if necessary, and our lives in the bargain, to support our noble sons who go out to die for us. We fight for our sacred rights and for our noblest ideas. America has never lost a war for freedom, and with God's help we shall not fail now. Let us organize our strength, marshal our resources, vindicate our rights, reestablish a just peace, and keep the torch of liberty burning throughout the world.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

America and the war

Coolidge, Calvin, 1872-1933
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

Listen to this recording.
(*wav Format....2445994 bytes....3 minutes 41 seconds*)

View the text of this recording.

Governor Calvin Coolidge. "Works which endure come from the soul of the people. The mighty in their pride walk alone to destruction. The humble walk hand in hand with providence to immortality

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Sound quality of recording is very good

Believed to be take 2

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MEDIUM
1 sound disc : analog, 78 rpm ; 12 in

TEXT

"America and the War"

Works which endure come from the soul of the people. The mighty in their pride walk alone to destruction. The humble walk hand in hand with providence to immortality. Their works survive.

When the people of the colonies were defending their liberties against the might of kings, they chose their banner from the design set in the firmament through all eternity. The flags of great empires of that day have gone, but the stars and stripes remain. It pictures a vision of a people whose eyes are turned to the rising dawn. It represents of the hope of a father for his posterity. It was never flaunted for the glory of royalty, but to be born under it is to be the child of a king, and to establish a home under it is to be the founder of a royal house. Alone of all flags, it expresses the sovereignty of the people which endures when all else passes away. Speaking with their voice, it has the sanctity of revelations. He who lives under it and disloyal to it is a traitor to the human race everywhere. What could be saved if the flag of the American nation were to perish?

America has many glories. The last one that she would wish to surrender is the glory of the men who have served her in war. While such devotion lives, the nation is secure. Whatever dangers may threaten from within or without, she can view them calmly. Turning to her veterans, she can say: "These are our defenders. They are invincible. In them is our safety."

After more than five years of the bitterest war in human experience, the last great stronghold of force surrendering to the demands of America and her allies agreed to cast aside the sword and live under the law. America decided that the path of the Mayflower should not be closed. She decided to sail the seas. She decided to sail not under an Edict of Potsdam, cramped in narrow lands, seeking safety in unarmed merchant men painted in fantastic hues as the badge of an infinite servitude; but she decided to sail under the ancient Declaration of Independence, choosing her own course, maintaining security by the guns of her ships of the LINE, flying at the mast the stars and stripes forever, the emblem of a militant liberty.

With peace has come prosperity. Burdens have been great, but the strength to bear them has been greater. The condition of those who toil is higher, better, more secure than in all the ages past. Out of the darkness of a great conflict has appeared the vision of a nearer, clearer than ever before, the life on earth and less under the deadening restraint of course more and more under the vitalizing influence of reason. Moral power has been triumphing over physical power. Education will tend to bring reason and experience of the past into the solution of the problems of the future. We must look to service and not selfishness, for service is the foundation of progress. The greatest lesson that we have to learn is to seek ever the public welfare, to build up, to maintain our American heritage.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920

Democrats in the World War

Palmer, Alexander Mitchell, 1872-1936
(For a larger image, click on the picture)

Information about Audio Playback

Listen to this recording.
(*RealAudio Format*)

● Listen to this recording.
(*wav Format....2883032 bytes....4 minutes 21 seconds*)

● View the text of this recording.

Attorney General Mitchell Palmer. The Attorney General's tribute to Wilson, "A leadership unsurpassed in the history of parliamentary democracy

Sound quality of recording is good

From a vinyl test pressing--no label

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MEDIUM
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TEXT

"Democrats in the World War"

I do not put our victory in the World War in the proud list of Democratic achievements. Though fought under the leadership of the greatest Democrat since Jefferson, and although without the support of his party in every crisis it could not have been brought to its successful and triumphant conclusion, it was the people's war in a peculiar sense. The patriotic support given to the government during the war by men of every political faith, proves that passionate love of country and intense devotion to our institutions are a part of the creed of every political party in the nation.

But I do insist that we shall hear no more of the old slander that the Democratic party cannot be trusted to lead in a great war. We may give to individual Americans the full measure of praise which a grateful republic will always shower upon the men who sprang to its defense with unprecedented valor and unhesitating devotion to its Christian cause. But the impartial historian must and will write it down as an incontrovertible fact that the party in power rose with unstinted enthusiasm to the needs of the hour, while its leadership translated the will and spirit of the American people into decisive and courageous action, without which ignominious failure would have been our portion in the Armageddon of the nation.

It has never been any reflection upon the courage or the patriotism of the millions of northern Democrats who followed his leadership, for history to accord to Abraham Lincoln and the party which he led the full measure of credit which was their due for saving the Union in the dark days of the Civil War. The great empire on whose dominions the sun never sets gratefully acknowledges that success could not have come to British arms without the superb political leadership of that masterful little Welshman, David Lloyd George. While France -- rescued from the very jaws of death by the courage of her sons, whose blood has colored all the rivers that wash her sunny slopes -- does honor to the skill of her generals, the courage of her men, and the sacrifice of her women by acknowledging the chief debt to be due the old tiger of France, Clemenceau.

Must we forever sit silent under partisan charges of waste, extravagance or mistake -- many of them the necessary accompaniment of war -- without any credit for the great and overwhelming result which we achieve? Let history begin to tell the truth now, and it will say that the common courage of our men and women, the combined efforts of capital and labor, the joint support of city and farm, all were welded into an irresistible force, by a leadership never surpassed in the history of parliamentary government. And that was the leadership which the Democratic party gave to the world when it joined its practical achievements with its high ideals behind Woodrow Wilson.

The hard won victory of American arms will prove but a hollow and unavailing triumph if we do not make certain that out of it shall come a greater liberty, a better America, and a surer peace - - these three, and the greatest of these is peace, for peace means liberty for everyone. Peace means America forevermore. And peace means the bright new skies of that glorious day which was ushered in by the Master when He blessed a weary world: My peace I give unto you. My peace I leave with you.

AMERICAN MEMORY | PREVIOUS | NEXT | NEW SEARCH

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Lesson Two

American Leaders Speak Analysis Sheet

1. Who is the speaker?
2. What is the title of the speech?
3. What is the speaker's position or job?
4. Which political party or interest group does the speaker represent?
5. Does the speaker make a convincing argument? Why or why not?
6. Examine the use of exaggeration or hyperbole in the speech. Can you distinguish between historical fact and historical interpretation?
7. How does the speaker's oratory style affect the impact of the message?
8. What questions are left unanswered by this source?
9. Select a theme, event, or issue mentioned or alluded to in the speech that you wish to investigate further.
10. Use a library reference source such as *Dictionary of American Biography* to write an overview of the role played by your speaker in the World War I era.

Unit Home Lesson One Lesson Two Lesson Three

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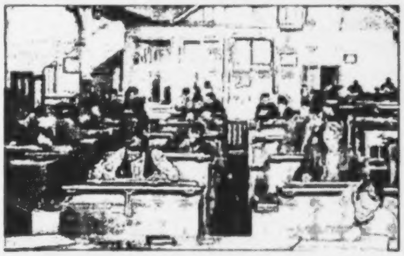
Last updated 06/10/2002

Lesson Three – Newspaper Project



In this lesson, you will use your familiarity with American Memory and prior knowledge of WWI to create two WWI-era newspapers – each with an opposing viewpoint regarding American involvement in the war effort.

School of Mines / photo by Louis Charles McClure.
History of the American West

Each member of the class is serving on the staff of a World War I-era newspaper. One newspaper supports the war, the other paper opposes the war. If you are a reporter, it is your job to complete the sequence of tasks listed below. Additional instructions for just the publisher and editorial board are given in *italics*.

1. Check with the Publisher of your particular newspaper and receive your assignment.
2. View the newspaper Department Assignments page and note your duties and responsibilities.
3. Go to the Newswire page of suggested American Memory links. Begin your research and be ready to report back on two potential sources to use for the basis of your newspaper article. Analyze these two sources by means of the Primary Source Analysis sheet.
4. Share your initial findings when the Publisher reconvenes your newspaper staff. Discuss the links which you explored via the Newswire and analyzed via the Primary Source Analysis sheet.
5. *Publisher and Editorial Board meet to determine specific topic assignments for reporters. The assignments for the Photographic and Print Division are coordinated with the stories being covered by the reporting staff.*
6. Study the Newspaper Guidelines. Develop one particular article in depth as directed by your Publisher. Conduct additional research using the Research Library.
7. Submit a rough draft of your article to the Publisher and Editorial Board for review.
8. *Publisher and Editorial Board prepare comments, suggestions for revision.*
9. Rewrite, polish and fine tune your article or photograph or print, following the feedback supplied to you by the Publisher and editorial staff.
10. *The Editorial Board is directed by the Publisher to produce a final version of each newspaper and to distribute copies to the entire class.*
11. Read the opposing viewpoint newspaper. Evaluate the other paper by means of a Peer Review form. The evaluation process is done at the departmental level. In other words, if

you are a Mobilization Unit reporter on one paper, you review the work of a mobilization reporter on the other paper.

12. Join in a general question and answer session and voice your concerns to the Publisher or Editorial Board. Engage in a discussion of the essential questions.

Unit Home Lesson One Lesson Two Lesson Three

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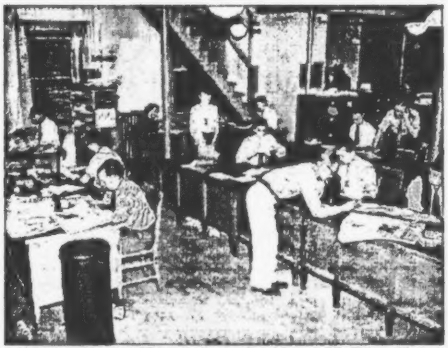
The Learning Page...

lesson plans

Lesson Three

Newspaper Department Assignments



Newspaper office / photo by Harry M. Rhoads.
History of the American West

Job Title	Duties and responsibilities
Publisher (1)	The publisher makes sure that the newspaper represents a pro-WWI or anti-WWI slant and that each newspaper staff member fulfills his assignment.
Editorial Board (2-3)	Members of the editorial board assist the publisher in seeing to it that deadlines are met. Editorial board members create a timeline of major war events and are also responsible for the physical layout and production of the newspaper.
Mobilization Unit (1-2)	The mobilization reporter explores how the United States Government and the American people are preparing and building up for war.
Women and Minorities (2)	The Women and Minorities reporter investigates issues facing these sub-groups.
Arts and Culture (1-2)	The Arts and Culture reporter surveys developments in music and the arts.
Society (1-2)	The Society reporter provides stories about local community happenings. Letters to the editor regarding the views of the average citizen may be generated from this department
Leaders (1-2)	The Leaders reporter covers major military and political figures associated with the war effort and reports back on the words and deeds of these individuals.
Photographic and Print Division (1-2)	This newspaper staff member is responsible for finding a photograph, advertisement, or political cartoon to illustrate a story being developed by a reporter.

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The Learning Page...

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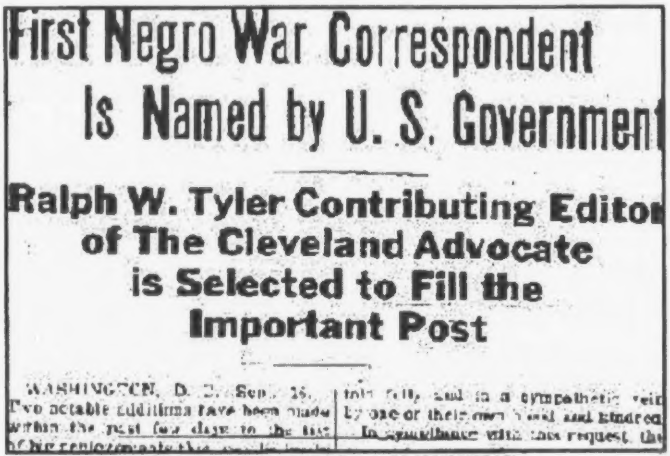
Lesson Three

Newswire



First Negro War Correspondent Is Named by U. S. Governmen

Ralph W. Tyler Contributing Edito of The Cleveland Advocate is Selected to Fill the Important Post

Cleveland Advocate 05, no. 20 (09/21/1918).
The African-American Experience in Ohio 1850-1920

Mobilization		
Soldiers farewell parade photo	The Third Liberty Loan speech	Physical exercise drill & Penna. Reserve Militia photo
Local Board #17, last quota, 815 men photo	Military review, Camp Custer photo	Shall we prepare? film
One hundred million soldiers speech	W.S.S. Thriftettes film	6th Cavalry Camp, mobilized at Texas City, Texas photo

Women and Minorities		
From Pinafores to Politics autobiography of Daisy Hurst Harriman. See ch. "Washington at War", p. 212+.	Mobilizing woman-power book by Elizabeth Cady Stanton's daughter. See ch. "Women over the top in America, p. 86+.	Patriotic Murder Robert Prager PBS commentary
Emmett Scott's Official History of the American Negro in the World War See images 39-42, 352-63.	HOUSTON RIOT OF 1917 from Texas State Historical Association Texas Riot newspaper	San Francisco's future film
The Colored American in War Work manuscript	Loyalty speech	Colored Soldier wins Croix de Guerre newspaper

Arts and Culture		

BEST COPY AVAILABLE

For Your Boy and My Boy sheet music	It's a Long, Long Way to Tipperary sheet music	It's a Long Way Back to Tipperary recording
We'll Do our Share sheet music	Over the Top sheet music	K-K-K Katy 1918 sheet music
I Didn't Raise My Boy to be a Soldier sheet music	One Year sheet music	If He Can Fight-Like He Can Love Good night, Germany! sheet music
Just a Baby's Prayer at Twilight audio Just a Baby's Prayer at Twilight - sheet music	Madelon recording Madelon sheet music	Keep the Home-Fires Burning sheet music

Society		
I Did My Bit for Democracy manuscript	Letter to the Editor newspaper	Needham Roberts, Hero newspaper
Reminiscences of a Rebel manuscript	[No Bombs Dropping] manuscript	Grady Weldon manuscript

Leaders		
Newton Diehl Baker	Josephus Daniels	Warren G. Harding
Calvin Coolidge	Samuel Gompers	William Gibbs McAdoo

Photographic and Print Division		
True sons of freedom poster	Bleach Your Dark Skin advertisement	When This Campaign is Over advertisement
WWI cartoons	You Should Have It - Scott's American Negro in the Great World War advertisement	Home from the War poster
I Want You for the U.S. Army (poster)	Inaugural regimental services of the "Black Devils", 814th Pioneer Infantry photograph	American cemetery - Belleau Woods, France ... over 2000 regulars and Marines gave their lives in the victory photograph

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Lesson One

Primary Source Analysis Sheet

1. Give the title of your primary source and note its location in American Memory.

2. What type of source is this? (Photograph, newspaper article, audio recoding, sheet music, film, manuscript, memoir, letter, speech, or specify other).

3. Describe any unique physical qualities in the source.

4. Identify the author or creator of the source.

5. When was the source created?

6. Record all possible observations about the sources content, images, text, and style.

7. Based upon your knowledge of the World War I era, does the source represent a particular bias or point of view? Point to evidence in the source to explain your answer.

8. Why do you think this source was created?

9. What questions are left unanswered by this source?

10. How does this source broaden or enrich your understanding of the World War I era?

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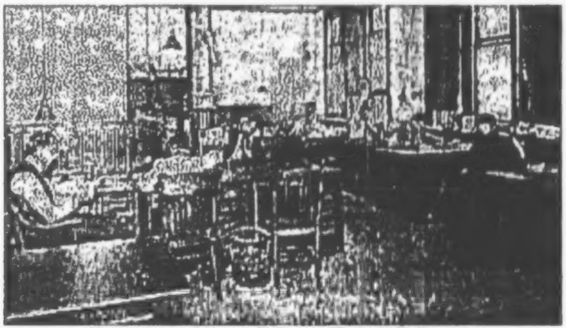
Lesson Three

Newspaper Guidelines



Reporters of News Tribune (Detroit Tribune).
Photographs from Detroit Publishing Company

You have been assigned to the staff of a World War I-era newspaper. The publisher has directed you to particular links on the Newswire. You will write an article drawing upon knowledge gained from your exploration of American Memory and from additional print and electronic resources found in the Research Library.

A 1917 newspaper would have a different style and organization compared to a paper of the present day. Please browse through the sample photocopied pages from the *Battle Creek Enquirer*, April 1917. You may also look at *The First 80 Years The Christian Science Monitor.* Boston: The Christian Science Publishing Society, 1988 and read the chapter on "American Newspapers and the First World War" from Mott, Frank Luther. *American Journalism, A History: 1690-1960.* New York: The MacMillan Company, 1962. These materials are on reserve for you in our library.

As you prepare the preliminary draft of your article, you should pay attention to these guidelines:

1. Gather together all your research notes and completed Primary Source Analysis Sheet.
2. Prepare a rough outline of the material you want to include in your article.
3. Create a **headline** in block letters and a **byline** sentence of explanation.
4. Your **first paragraph** should begin with an engaging statement or question to capture the reader's interest. Try to incorporate the who, what, when, where, and why components.
5. Provide details, quotes, and background information in your **middle paragraphs**.
6. The **last paragraph** allows you to finish and summarize your story. It is not necessary to say "in conclusion".
7. Write clearly and with conviction. You are representing a newspaper with a decided stance on the issue of World War I.
8. Turn in your article with bibliography of sources consulted and Primary Source Analysis Sheet.

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Lesson Three

Research Library

Library / University of Colorado at Boulder.
History of the American West

American Memory | Internet Resources | Print Resources

American Memory Collections	Search help
American Leaders Speak: Recordings from World War I and the 1920 Election	This collection contains eighteen speeches focusing on WWI issues. Access these particular speeches through the Gallery of World War I Speakers.
African-American Odyssey	View the special exhibit World War I and Postwar Society. Scott's Official History of the American Negro in the World War, 1919 found in this collection.
The African-American Experience in Ohio	Search for WWI-era newspaper articles in this collection by using **keyword search**, typing in *world war 1914-1918* and setting the pull down menu to match all words. Add an additional keyword such as lynching.
Historic American Sheet Music, 1850-1920	Search for WWI-era songs in this collection by using **keyword search**, typing in *world war 1914-1918* and setting the pull down menu to the exact phrase.
Taking the Long View: Panoramic Photographs, 1851-1991	Search for WWI-era photos in this collection by using **keyword search**, typing in *world war 1914-1918* and setting the pull down menu to the exact phrase with the number of bibliographic records returned increased to 500. You may also use the **subject index** browse feature to find many valuable subheadings under World War, 1914-1918.
Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920.	Browse the **subject index**, using heading World War, 1914-1918 to locate WWI-era photos.
Today in History	The Archive search feature locates material by full text, specific day, or month. WWI links can be found under June 28, 1914, May 7, 1915, April 6, 1917, September 12, 1918, November 11, 1918, and July 15, 1948.

Search all American Memory collections.	It is possible to limit your search by format: Documents, Manuscripts, Printed Texts, Sheet Music, Maps,Motion Pictures, Photos & Prints and Sound Recordings.

Internet Resources	Search help
Art of the First World War	Browse 100 paintings on World War I with explanatory text. A joint project of European museums and UNESCO.
The Great War and the Shaping of the 20th Century (PBS)	Use the search feature. Explore the Interactive Timeline.
The Great War 1914-1918	Access poetry, art, photos. Link to posters, propaganda, and cartoons from the Great War.
National Archives: The Digital Classroom Primary Sources, Activities, and Training for Educators and Students	Note these two collections: Photographs of the 369th Infantry and African Americans during World War I and Posters from the Food Administration During World War I.
World War I Document Archive	View over 200 historical documents, organized by year. Read Memoirs and Remembrances.
World War I - Trenches on the Web	Begin at the *Reference Library* for information about who, what, when, and where, and for locating maps and a *search* tool.
WWI Sites: Links to Other Resources	Note the organization by country and extensive listing of sites under United States.

Print Resources

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The Annals of America. Chicago: Encyclopaedia Britannica, 1968-74.

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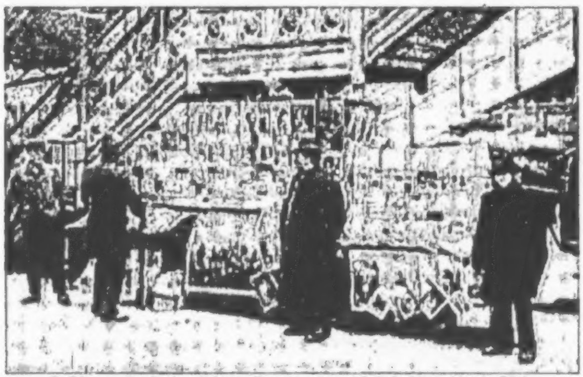
Lesson Three

Peer Review Form



A Characteristic sidewalk newstand [sic], New York City.
Photographs from Detroit Publishing Company

Reporter ________________ Article Title ________________________

Reviewer ________________

1. Write a brief summary of the article. (2-3 sentences)
2. Comment on the organization of the article. Is the headline effective? Does the lead paragraph include the elements of who, what, when, where, and why?
3. How does this article reflect the style and flavor of a World War I-era newspaper?
4. What important background knowledge or interesting details did you discover in this article?
5. Can you identify a lingering question or issue not dealt with in this article?
6. How does this article respond to one or more of the essential questions?
    - What can be learned about the American character from the manner by which the United States mobilized, prepared, and participated in a world war?
    - Were the political and military goals of the Great War worth the staggering loss of human life and social disruption?
    - How does the World War of 1914-1918 validate or contradict our feelings of patriotism and reinforce or tear down our pride and gratitude of being Americans?
    - How does the unfolding of World War I foreshadow America's role as a prominent world power of the twentieth century?

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Unit Home

What Are We Fighting For Over There?
Perspectives on the Great War

Student Page

126th Infantry at Kalamazoo, Mich., May 22nd, 1919.
Taking the Long View: Panoramic Photographs, 1851-1991

The Great War of 1914-1918 had an significant impact on the course of the twentieth century. Unfortunately, there are few survivors of the World War I era alive today to directly share their recollections of this historical time. Is it still possible to personalize and bring to life this important period of history? By exploring the unique resources of American Memory and by creating two World War I-period newspapers of differing perspectives, you will gain an enduring understanding of The Great War.

Lesson One – Introduction to American Memory and Primary Sources will help you become familiar with a variety of online resources from the Library of Congress.

Lesson Two – American Leaders Speak gives you an opportunity to listen to actual sound recordings from the World War I era.

Lesson Three – Newspaper Project lets you take on the role of a reporter or journalist during the Great War.

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Unit Home

What Are We Fighting For Over There?
Perspectives on the Great War

Resources Page

Complete view of Camp Custer, Mich., July, 1918.
Taking the Long View: Panoramic Photographs, 1851-1991

This unit is taught by means of selected American Memory historical collections, the PBS documentary The Great War, teacher-created support materials, and supplemental print and electronic resources listed in the Research Library.

American Memory

- Today in History
- The African-American Experience in Ohio
- African-American Odyssey
- American Leaders Speak: Recordings from World War I and the 1920 Election
- American Variety Stage
- Fiddle Tunes of the Old Frontier: The Henry Reed Collection
- Historic American Sheet Music, 1850-1920
- Inventing Entertainment: The Motion Pictures and Sound Recordings of the Edison Companies
- American Life Histories: Manuscripts from the Federal Writers' Project, 1936 - 1940
- Taking the Long View: Panoramic Photographs, 1851-1991
- Theodore Roosevelt: His Life and Times on Film
- Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920.

Votes for Women: Selections from the National American Woman Suffrage Association Collection, 1848-1921

Support materials

- American Leaders Speak Analysis
- Department Assignments
- Lesson One
- Lesson Two
- Lesson Three
- Newswire
- Newspaper Guidelines
- Primary Source Analysis
- Research Library
- Peer Review

Research Library

- American Memory
- Internet Resources
- Print Resources

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AMERICAN MEMORY

Today in History

Archive | Yesterday

Damn the torpedoes! Full sail ahead!

Farragut's Flagship *Hartford*, photographed 1905.
Touring Turn-of-the-Century America, 1880-1920

Rear Admiral David G. Farragut,
Brady National Photographic Art Gallery,
between 1860 and 1865.
Civil War Photographs, 1861-1865

On **August 23**, 1864, the Union navy captured Fort Morgan, Alabama, breaking the Confederate dominance of the ports of the Gulf of Mexico. As the Union fleet of four ironclad and fourteen wooden ships sailed into the channel on August 5, one of the lead ships, the *Tecumseh*, hit a mine, at the time known as a "torpedo."

In reply to the warning, "Torpedoes ahead!" given by the forward ships, commander Admiral David Farragut called out, "Damn the torpedoes!" and, taking the lead with his flagship the *Hartford*, sailed over the double row of mines and into Mobile Bay.

H. H. Lloyd & Co's. Campaign Military Charts Showing the Principal Strategic Places of Interest,
copyright 1861.
Viele, Egbert L., cartographer.
Military Battles and Campaigns in Map Collections: 1500-2002.

The Union Army used this chart, which includes sixteen maps of strategic areas of the United States. Use the zoom feature for a closer view of the section showing the Mobile Bay area and its forts.

Although the bottom of the ship scraped the mines, none exploded, and the rest of the fleet followed Farragut's flagship to victory in the engagement with the Confederate flotilla. During the next weeks, the Union navy consolidated its hold on the bay by dispersing and capturing Southern ships and tightening the blockade. With the surrender of Fort Morgan, the Union was able to cut the South off from its overseas supply routes.

A Southerner who lived through the Civil War remembered the effects of the Union's coastline blockade:

We had to get our cotton to Brownsville during the war and send it through

> *Mexico to the markets in Europe . . . One could see, the long wagon trains of cotton . . . as they slowly mended their way to the Mexican border . . . the Texas ports were blockaded and all the time enemies were on the watch to confiscate produce of any kind, and especially cotton.*
>
> "Mr. Edwin Punchard,"
> Siesel, Texas,
> Miss Effie Cowan, interviewer,
> circa 1936-1940.
> American Life Histories, 1936-1940

Others recounted tales of the privations caused by the blockade and the makeshifts necessitated by them:

> *We scraped the salt from the floor of the old smoke houses that were used in the days before the war when all those things were so plentiful.*
>
> "Sarah Ann Poss Pringle,"
> Marlin, Texas,
> Miss Effie Cowan, interviewer,
> circa 1936-1940.
> American Life Histories, 1936-1940

Mrs. Ida Baker explained:

> *Everybody had to use parched wheat, parched okra seed or parched raw sweet potato chips for coffee. Not even tea came in. We used sassafras and other native herb teas both daily and at parties when the herb teas were in season. Some were good, but the substitute coffee was not.*
>
> "At Christmas Times,"
> Spartanburg, South Carolina,
> Caldwell Sims, interviewer,
> January 12, 1938.
> American Life Histories, 1936-1940

For more American Memory information related to the U.S. Civil War:

- Search on *blockade* and *Confederacy* in American Life Histories, 1936-1940 for more accounts of Southerners' experiences during the Civil War.

- To learn about Confederate ships, Liberian bound emigrants, and canal travel search on the term *ship* or *boat* in Southern Voices. Comprised of diaries, autobiographies, memoirs, travel accounts, and ex-slave narratives, Southern Voices consists of two collections from the University of North Carolina at Chapel Hill:
    - The Church in the Southern Black Community, 1780-1925
    - First-Person Narratives of the American South, 1860-1920

- Visit the collections Civil War Maps and Selected Civil War Photographs to view a wealth of primary source material illustrating the war. In the former see, for example, a Chart Showing the Entrance of Rear Admiral Farragut into Mobile Bay. In the latter see, for example, a portrait of Commander Matthew F. Maury, C.S.N., the "Father of Oceanography."

- Search the Today in History Archives on *Civil War* to find features about the First Battle of Bull Run, the three day Battle of Gettysburg (July 1, July 2, and July 3, 1863), Lee's surrender to Grant, and many other events of the Civil War.

- View Rear Admiral David Farragut's photograph and his signature on his *carte de visite* in the Civil War Photograph Album, circa 1861-1865 contained in the collection Words and Deeds in American History: Selected Documents Celebrating the Manuscript Division's First 100 Years. The album, probably compiled by President Lincoln's secretary John Hays, contains two hundred of these photographic calling cards.

- Search on the keyword *ironclad* in Words and Deeds in American History to see and learn more about Watercolors of Civil War Ironclads painted by Ens. D. M. N. Stouffer, circa 1864-65.

- Read a nineteenth-century song about Farragut's battle, "Farragut's Ball, a Parody on Lanigan's Ball," an undated sheet of lyrics found in the collection America Singing: Nineteenth-Century Song Sheets. The lyrics of the first verse are reproduced below. The tune meant to accompany them was a popular melody of the period, "Lanigan's Ball; The Popular Irish Song," 1863, available in Historic American Sheet Music, 1850-1920.

On the blockade was one Admiral Farragut,
Who was noted for being a very brave man;
Who never was known to be scarified, ne'er a bit,
And his vessels in all kinds of ructions he ran.
He gave a large party one day to his squadron,
Officers and men he invited them all;
And if you'll pay attention, I'll just try to mention,
The row and the ructions at Farragut's ball.

"Farragut's Ball, a Parody on Lanigan's Ball,"
R. H. Singleton, Bookseller; Nashville, Tennessee,
America Singing: Nineteenth-Century Song Sheets

Sources

Yesterday | Archive | American Memory | Search All Collections | Collection Finder | Learning Page

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Ohio Historical Society

The African-American Experience in Ohio
1850 - 1920
selections from the Ohio Historical Society

Search by Keyword | **Browse** the Subject Index or by source material

---

This selection of manuscript and printed text and images drawn from the collections of the Ohio Historical Society illuminates the history of black Ohio from 1850 to 1920, a story of slavery and freedom, segregation and integration religion and politics, migrations and restrictions, harmony and discord, and struggles and successes.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library's National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning. Digital collections from other institutions complement and enhance the Library's own resources.

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress and the Ohio Historical Society do not endorse the views expressed in these collections, which may contain materials offensive to some readers.

Special Presentation
A Selection of Favorites chosen by the curators

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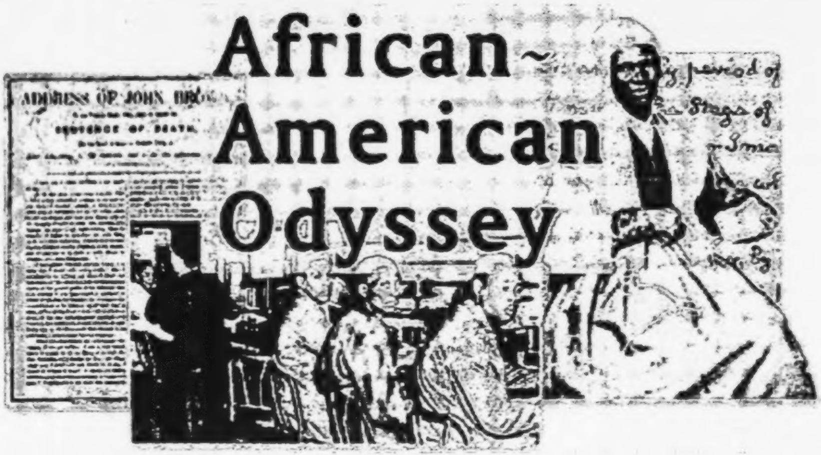
How to Order Reproductions

Building the Digital Collection

Copyright and Other Restrictions

Home Page for this Collection at the Ohio Historical Society



Thanks to a major gift from the Citigroup Foundation, the Library launched a five-year effort to add rare and unique items from the Library's vast African-American collections to the National Digital Library.

A Special Presentation

African-American Odyssey: A Quest for Full Citizenship

This Special Presentation of the Library of Congress exhibition, *The African-American Odyssey: A Quest for Full Citizenship*, showcases the Library's incomparable African-American collections. The presentation was not only a highlight of what is on view in this major black history exhibition, but also a glimpse into the Library's vast African-American collections. Both include a wide array of important and rare books, government documents, manuscripts, maps, musical scores, plays, films, and recordings.

Digital Collections

The Frederick Douglass Papers at the Library of Congress

The Frederick Douglass Papers at the Library of Congress presents the papers of the nineteenth-century African-American abolitionist who escaped from slavery and then risked his own freedom by becoming an outspoken antislavery lecturer, writer, and publisher. The papers span the years 1841 to 1964, with the bulk of the material from 1862 to 1895. The Speech, Article, and Book File series contains the writings of Douglass and his contemporaries in the abolitionist and early women's rights movements. The Subject File series reveals Douglass's interest in diverse subjects such as politics, emancipation, racial prejudice, women's suffrage, and prison reform. Scrapbooks document Douglass's role as minister to Haiti and the controversy surrounding his interracial second marriage.

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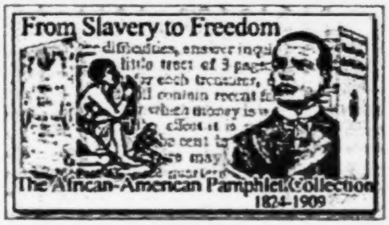

From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1909

This collection from the Rare Book and Special Collections Division presents 397 pamphlets, published from 1824 through 1909, by African-American authors and others who wrote about slavery, African colonization, Emancipation, Reconstruction, and related topics. The materials range from personal accounts and public orations to organizational reports and legislative speeches. Among the authors represented are Frederick Douglass, Kelly Miller, Charles Sumner, Mary Church Terrell, and Booker T. Washington.

Born in Slavery
Slave Narratives from the Federal Writers' Project, 1936-1938

Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938

This collection contains more than 2,300 first-person accounts of slavery and 500 black-and-white photographs of former slaves. These narratives were collected in the 1930s as part of the Federal Writers' Project of the Works Progress Administration (WPA) and assembled and microfilmed in 1941 as the seventeen-volume Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves. This online collection is a joint presentation of the Manuscript and Prints and Photographs Divisions of the Library of Congress and includes more than 200 photographs from the Prints and Photographs Division that are available to the public for the first time. Born in Slavery was made possible by a major gift from the Citigroup Foundation.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library's National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning.

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress does not endorse the views expressed in these collections, which may contain materials offensive to some readers.

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AMERICAN MEMORY

AMERICAN LEADERS SPEAK
RECORDINGS FROM WORLD WAR I AND THE 1920 ELECTION

Motion Picture, Broadcasting and Recorded Sound Division, Library of Congress

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Search by Keyword | **Browse** by Subject | Speaker

The Nation's Forum Collection consists of fifty-nine sound recordings of speeches by American leaders from 1918-1920. The speeches focus on issues and events surrounding the First World War and the subsequent presidential election of 1920. Speakers include: Warren G. Harding, James Cox, Calvin Coolidge, Franklin D. Roosevelt, Samuel Gompers, Henry Cabot Lodge, and John J. Pershing. Speeches range from one to five minutes.

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Special Presentations:

Speaker Portrait Gallery

From War to Normalcy: An Introduction to the Nation's Forum Collection

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Understanding the Collection

About the Collection

Selected Bibliography

Working with the Collection

How to Listen to Sound Recordings

How to Order Copies of Photographs | Sound

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AMERICAN MEMORY

American Variety Stage

Vaudeville and Popular Entertainment

1870-1920

Houdini

Theater Playbills and Programs

Sound Recordings

Motion Pictures

English Playscripts

Yiddish Playscripts

Selected Materials from the Library of Congress

Search by Keyword | Browse the Subject or Author Index

The American Variety Stage is a multimedia anthology selected from various Library of Congress holdings. This collection illustrates the vibrant and diverse forms of popular entertainment, especially vaudeville, that thrived from 1870-1920. Included are 334 English- and Yiddish-language playscripts, 146 theater playbills and programs, 61 motion pictures, 10 sound recordings and 143 photographs and 29 memorabilia items documenting the life and career of Harry Houdini. Groups of theater posters and additional sound recordings will be added to this anthology in the future.

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Understanding the Collection

Editor's Note

Working with the Collection

How to View: Images | Video

The Library of Congress

AMERICAN MEMORY

From the American Folklife Center, Library of Congress

Search | **Browse** list of **Titles** | **Musical Genres** | **Recording Sessions in Order**

Fiddle Tunes of the Old Frontier: The Henry Reed Collection is a multi-format ethnographic field collection of traditional fiddle tunes performed by Henry Reed of Glen Lyn, Virginia. Recorded by folklorist Alan Jabbour in 1966-67, when Reed was over eighty years old, the tunes represent the music and evoke the history and spirit of Virginia's Appalachian frontier. Many of the tunes have passed back into circulation during the fiddling revival of the later twentieth century. This online collection incorporates 184 original sound recordings, 19 pages of fieldnotes, and 69 musical transcriptions with descriptive notes on tune histories and musical features; an illustrated essay about Reed's life, art, and influence; a list of related publications; and a glossary of musical terms.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library's National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning.

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress does not endorse the views expressed in these collections, which may contain materials offensive to some readers.

Special Presentation
Henry Reed: His Life, Influence, and Art

Alan Jabbour Talks about Henry Reed's Bowing (Video)

Understanding the Collection

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Glossary

Related Publications

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How to Listen to Audio

How to View Text

How to Order Reproductions

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AMERICAN MEMORY | LC / AMERITECH AWARD WINNER

Duke University, Rare Book, Manuscript, and Special Collections Library

Historic
American
Sheet Music:
1850-1920
selected from the collections of Duke University

Search by Keyword | **Browse** the Subject Index | Name Index

The Historic American Sheet Music collection presents 3,042 pieces of sheet music drawn from the Rare Book, Manuscript, and Special Collections Library at Duke University, which holds an important, representative, and comprehensive collection of nineteenth and early twentieth century American sheet music. This selection presents a significant perspective on American history and culture through a variety of music types including bel canto, minstrel songs, protest songs, sentimental songs, patriotic and political songs, plantation songs, spirituals, dance music, songs from vaudeville and musicals, "Tin pan alley" songs, and songs from World War I. The collection is particularly strong in antebellum Southern music, Confederate imprints, and Civil War songs and music. Also included are piano music of marches, variations, opera excerpts, and dance music, including waltzes, quadrilles, polkas, etc. Cover illustrations represent an important, and in some cases almost unique, source of information for popular contemporary ideas on politics, patriotism, race, religion, love, and sentiment.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library's National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning. Digital collections from other institutions complement and enhance the Library's own resources.

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress and Duke University do not endorse the views expressed in these collections, which may contain materials offensive to some readers.

Special Presentation
Historic American Sheet Music Timeline: 1850-1920*

Understanding the Collection	**Working with the Collection**
About the Collection*	How to Order Reproductions
About Sheet Music*	Building the Digital Collection

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The Library of Congress

AMERICAN MEMORY

Inventing Entertainment
The Motion Pictures and Sound Recordings of the Edison Companies

Motion Picture, Broadcasting and Recorded Sound Division, Library of Congress

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Search by Keyword | **Browse** by Alphabetical Title List | Subject Index

Motion Pictures | Edison Biography | Sound Recordings

Prolific inventor Thomas Alva Edison (1847-1931) has had a profound impact on modern life. In his lifetime, the "Wizard of Menlo Park" patented 1,093 inventions, including the phonograph, the kinetograph (a motion picture camera), and the kinetoscope (a motion picture viewer). Edison managed to become not only a renowned inventor, but also a prominent manufacturer and businessman through the merchandising of his inventions. The collections in the Library of Congress's Motion Picture, Broadcasting and Recorded Sound Division contain an extraordinary range of the surviving products of Edison's entertainment inventions and industries. This site features 341 motion pictures, 81 disc sound recordings, and other related materials, such as photographs and original magazine articles. Cylinder sound recordings will be added to this site in the near future. In addition, histories are given of Edison's involvement with motion pictures and sound recordings, as well as a special page focusing on the life of the great inventor.

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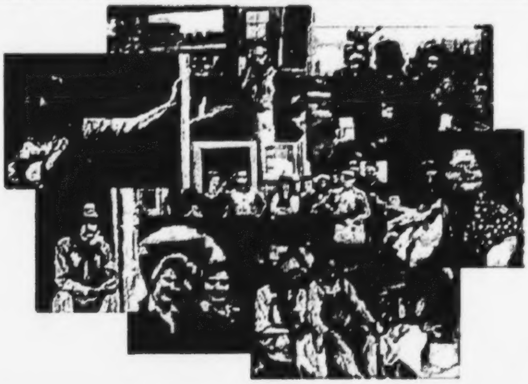
Understanding the Collection	**Working with the Collection**
Timeline	How to View Videos
Paper Print Film Collection	How to Listen to Sound Recordings
Selected Bibliography	How to Order Copies of Films | Sound Recordings

The Library of Congress

AMERICAN MEMORY

American Life Histories
Manuscripts from the Federal Writers' Project, 1936-1940



Manuscript Division, Library of Congress

Search by Keywords | **Select** a state

These life histories were written by the staff of the Folklore Project of the Federal Writers' Project for the U.S. Works Progress (later Work Projects) Administration (WPA) from 1936-1940. The Library of Congress collection includes 2,900 documents representing the work of over 300 writers from 24 states. Typically 2,000-15,000 words in length, the documents consist of drafts and revisions, varying in form from narrative to dialogue to report to case history. The histories describe the informant's family education, income, occupation, political views, religion and mores, medical needs, diet and miscellaneous observations. Pseudonyms are often substituted for individuals and places named in the narrative texts.

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Special Presentation:
Voices from the Thirties: An Introduction to the WPA Life Histories Collection

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Understanding the Collection

About This Collection

States: Number of items for each represented

Bibliography

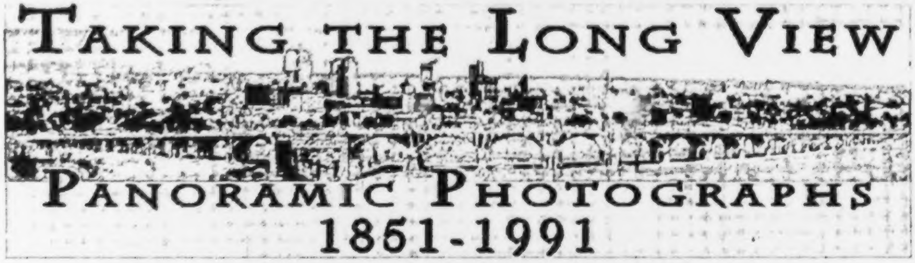
Working with the Collection

How to view: Text | Images

Editors and Technical Notes

Copyright and Other Restrictions

AMERICAN MEMORY



TAKING THE LONG VIEW

PANORAMIC PHOTOGRAPHS 1851-1991

Prints and Photographs Division, Library of Congress

Search by Keyword | **Browse** the Subject Index | Creator Index | State and Country Index

The Panoramic Photograph Collection contains approximately four thousand images featuring American cityscapes, landscapes, and group portraits. These panoramas offer an overview of the nation, its enterprises and its interests, with a focus on the start of the twentieth century when the panoramic photo format was at the height of its popularity. Subject strengths include: agricultural life; beauty contests; disasters; engineering work such as bridges, canals and dams; fairs and expositions; military and naval activities, especially during World War I; the oil industry; schools and college campuses, sports, and transportation. The images date from 1851 to 1991 and depict scenes in all fifty states and the District of Columbia. More than twenty foreign countries and a few U.S. territories are also represented. These panoramas average between twenty-eight inches and six feet in length, with an average width of ten inches.

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Special Presentations

A Brief History | Shooting a Panorama | Selected Photographers | Selected City Views and Disasters

Understanding the Collection

About the Collection

Selected Bibliography

Related Holdings

from The Learning Page

Collection Connections

Working with the Collection

How to View:
This Collection | All Collections

How to Order Photographic Reproductions

Digitizing the Collection

Cataloging the Collection

Copyright and Other Restrictions

Acknowledgments

American Memory | Search All Collections | Collection Finder | Learning Page

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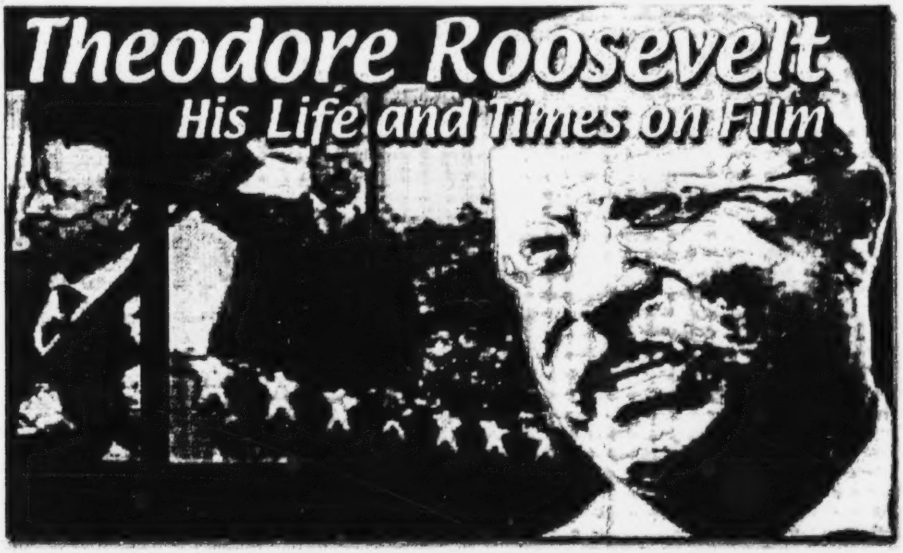
The Library of Congress

AMERICAN MEMORY


Theodore Roosevelt
His Life and Times on Film

Motion Picture, Broadcasting and Recorded Sound Division, Library of Congress

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Search by Keyword | **Browse** by Alphabetical Title List | Subject Index

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Theodore Roosevelt was the first U.S. president to have his career and life chronicled on a large scale by motion picture companies (even though his predecessors, Grover Cleveland and William McKinley, were the first to be filmed). This presentation features 104 films which record events in Roosevelt's life from the Spanish-American War in 1898 to his death in 1919; 8 of these films have previously appeared in other American Memory presentations. The majority of films (87) are from the Theodore Roosevelt Association Collection, while the remainder are from the Paper Print Collection. Besides containing scenes of Roosevelt, these films include views of world figures, politicians, monarchs, and friends and family members of Roosevelt who influenced his life and the era in which he lived. Commemorative events up to 1921 are also included as well as silent documentaries compiled from earlier footage by the Theodore Roosevelt Association between 1919 and 1928. Four sound recordings made by Roosevelt for the Edison Company in 1912 in which he states his progressive political views are also included.

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Special Presentations:

- Film Chronology of Roosevelt and His Times
- Timeline of Theodore Roosevelt's Life
- "T.R. on Film" (Essay)
- Sound Recordings of T.R.'s Voice
- "Theodore Roosevelt: The Picture Man" (1910)

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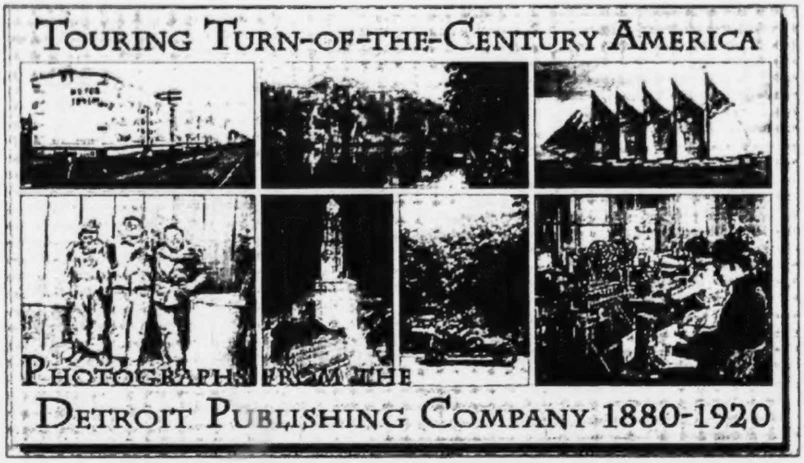
AMERICAN MEMORY LIBRARY of CONGRESS


TOURING TURN-OF-THE-CENTURY AMERICA
PHOTOGRAPHS FROM THE
DETROIT PUBLISHING COMPANY 1880-1920

Prints and Photographs Division, Library of Congress

Search by Keyword | **Browse** by Subject | Geographic Location

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This collection of photographs from the Detroit Publishing Company Collection includes over 25,000 glass negatives and transparencies as well as about 300 color photolithograph prints, mostly of the eastern United States. The collection includes the work of a number of photographers, one of whom was the well known photographer William Henry Jackson.

A small group within the larger collection includes about 900 Mammoth Plate Photographs taken by William Henry Jackson along several railroad lines in the United States and Mexico in the 1880s and 1890s. The group also includes views of California, Wyoming and the Canadian Rockies.

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Understanding the Collection

About the Collection

Locations Represented in the collection

Related Resources

from The Learning Page

Collection Connections

Working with the Collection

How to Order Photographic Reproductions

Building the Digital Collection

Copyright and Other Restrictions

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AMERICAN MEMORY

VOTES FOR WOMEN

Selections from the
National American Woman Suffrage Association Collection, 1848-1921

Rare Book and Special Collections Division, Library of Congress

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Search the collection | Browse the **Subject** or **Author** Index

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The **NAWSA Collection** consists of 167 books, pamphlets and other artifacts documenting the suffrage campaign. They are a subset of the Library's larger collection donated by Carrie Chapman Catt, longtime president of the National American Woman Suffrage Association, in November of 1938. The collection includes works from the libraries of other members and officers of the organization including: Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Alice Stone Blackwell, Julia Ward Howe, Elizabeth Smith Miller, Mary A. Livermore.

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Understanding the Collection

Timeline: One Hundred Years Toward Suffrage

Selected Bibliography

Additional works from the collection

from The Learning Page

Collection Connections

Working with the Collection

How to view
Texts | Images and illustrations

Copyright and Other Restrictions

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American Memory | Search All Collections | Collection Finder | Learning Page

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